T.C. MİLLÎ EĞİTİM BAKANLIĞI
ORTAÖĞRETİM GENEL MÜDÜRLÜĞÜ

ENGLISH 9

SKILLS-BASED ACTIVITY BOOK

T.C. MİLLÎ EĞİTİM BAKANLIĞI
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ENGLISH

Bilim ve teknolojide yaşanan hızlı değişim, bireyin ve toplumun değişen ihtiyaçları, öğrenme öğretme teori ve yaklaşımlarındaki yenilik ve gelişmeler bireylerden beklenen rolleri de doğrudan etkilemiştir. Günümüzde bilgiyi üreten, günlük hayatında kullanabilen, problem çözebilen, eleştirel düşünen, girişimci, kararlı, iletişim becerilerine sahip, empati yapabilen vb. niteliklerdeki bireylerin yetiştirilmesi hedeflenmektedir. Anlaşılacağı üzere bireyden yalnızca bilgi sahibi olması değil, belli becerileri kazanması ve bu becerileri hayatının her alanında kullanması beklenmektedir.

Çağımızın becerilerinin öğrenciler tarafından benimsenmesi, içselleştirilmesi ve yaşama aktarılması için beceri temelli uygulamalara yer veren öğrenme süreçlerine ihtiyaç duyulmaktadır. Bu nedenle öğrencilere bilgi edinmenin yanı sıra bilgiyi beceriye dönüştürmelerini sağlayacak faaliyetler planlanmalıdır. Bu amaçla hazırlanan etkinlik kitabında öğretim programındaki kazanımlar doğrultusunda belirlenen bilgi ve becerilerin öğrencilere bütünleşik bir biçimde kazandırılması hedeflenmektedir. Bu hedef doğrultusunda konu içeriğine uygun beceri kazandırmaya yönelik etkinlikler tasarlanmıştır. Beceri kazanma süreci karmaşık olduğundan öğrencilerin becerileri yeni durumlara aktararak sürekli kullanmasını sağlamak amacıyla aynı becerinin farklı durumlarda kullanımını içeren farklı konu içeriğine sahip etkinliklere yer verilmiştir. Etkinlikler basitten karmaşığa olacak şekilde sıralanmıştır.

Etkinlik kitabında yer alan etkinliklerin bazılarının bireysel, bazılarının grupla yapılması bazı etkinliklerinin iş birliğine dayalı olması, bazı etkinliklerde teknolojinin ön plana çıkarılması öğrencilerde farklı becerilerin geliştirilmesini sağlayacaktır. Etkinliklerin genellikle farklı kategoride farklı becerileri geliştirmeye uygun hazırlanmasının yanında çoğu etkinlikte günlük hayatla ilişki kurulmasına ve öğrencilerde ilgi uyandıracak düzeyde olmasına dikkat edilmiştir. Ayrıca kalıcı ve anlamlı öğrenmeyi sağlamak için etkinliklerde öğrencilerin sürece aktif katılması, sorumluluk alması da beklenmektedir.

Etkinliklerin öğrencilerimiz için yararlı olması dileğiyle...

9th GRADE

ENGLISH

ACTIVITIES LIST

THEME 1			
Activity No	Skill No	Activity	Page
1-A	E9.1.S1.	Speaking	5/6
1-B	E9.1.R2.	Reading	5/6
2	E9.1.L2.	Listening	6
3/4	E9.1.S2.	Speaking	7
5	E9.1.L2.	Speaking/ Listening	8
6/7	E9.1.S3.	Speaking	9/10
8	E9.1.L1.	Listening	11
9/10/11/12	E9.1.S1.	Speaking	11/12
13/14/15/16	E9.1.L1.	Listening	13
17	E9.1.R2.	Reading	14
18/19	E9.1.S2.	Speaking	14
20	E9.1.R1.	Reading	15
21	E9.1.S3.	Speaking	15
22/23	E9.1.W1.	Writing	16

THEME 2			
Activity No	Skill No	Activity	Page
1	E9.2.R1.	Reading/ Writing	17
2/3	E9.2.L1.	Listening	17
4	E9.2.W1.	Writing	17
5	E9.2.R1.	Reading	18
6	E9.2.S1.	Speaking	18
7	E9.2.W1.	Writing	18
8/9	E9.2.R1.	Reading/ Writing	19
10	E9.2.W1.	Writing	20
11	E9.2.S1.	Speaking	20
12	E9.2.R2.	Reading/ Writing	21
13	E9.2.W1.	Writing	21
14	E9.2.S2.	Speaking/ Writing	22
15	E9.2.W1.	Writing	22
16	E9.2.W1.	Writing	23
17	E9.2.L1.	Listening	23
18	E9.2.R2.	Reading/ Writing	23
19	E9.2.S1.	Speaking	23
20	E9.2.R1.	Reading	24
21	E9.2.W1.	Writing	24
22/23	E9.2.L2.	Listening	25
24	E9.2.R1.	Reading	25
25	E9.2.W1.	Writing	26
26	E9.2.S1.	Speaking	26
27/28	E9.2.W1.	Reading/ Writing	27
29	E9.2.R2.	Reading	28
30	E9.2.W1.	Writing	28

THEME 3			
Activity No	Skill No	Activity	Page
1/2	E9.3.S1.	Speaking	29
3	E9.3.S1.	Speaking	30
4	E9.3.S3.	Speaking	30
5	E9.3.S3.	Speaking	31
6/7	E9.3.L2.	Listening	31
8	E9.3.S4. E9.3.S2.	Speaking	32
9/10	E9.3.R1.	Reading	33
11	E9.3.R1.	Reading	35
12	E9.3.R2.	Reading	35
13	E9.3.W1.	Writing	35
14/15	E9.3.R2.	Reading	35
16/17/18	9.3.L1.	Listening	36
19/20	E9.3.S4. E9.3.S2.	Speaking	36
21/22	E9.3.R1.	Reading	37
23/24	E9.3.L2.	Listening	38
25	E9.3.W2.	Writing	38
26	E9.3.S1.	Speaking	38
27/28	E9.3.R1.	Reading	39
29/30	E9.3.W1.	Writing	39
31/32	E9.3.S3.	Speaking	40
33/34	E9.3.S1.	Speaking	40

THEME 4			
Activity No	Skill No	Activity	Page
1	E9.4.S2.	Speaking	41
2	E9.4.L2.	Listening	42
3	E9.4.W1.	Writing/ Speaking	42
4	E9.4.S2.	Speaking/ Writing	42
5	E9.4.W1.	Writing	43
6	E9.4.R2.	Reading/ Writing	43
7/8/9	E9.4.S1.	Speaking/ Writing	44
10	E9.4.R2.	Reading	45
11	E9.4.W1.	Writing/ Speaking	46
12	E9.4.W1.	Writing	46
13/14/15	E9.4.R2.	Speaking	47
16/17	E9.4.S1.	Speaking/ Writing	48
18	E9.4.L1.	Listening	49
19	E9.4.L2.	Listening	49
20	E9.4.S2.	Speaking/ Writing	49
21	E9.4.W1.	Writing	50
22	E9.4.S2.	Speaking	50
23	E9.4.W1.	Writing	50
24/25	E9.4.R1.	Reading	51
26	E9.4.S2.	Speaking	52
27/28	E9.4.W2.	Writing	52

THEME 5			
Activity No	Skill No	Activity	Page
1	E9.5.R1.	Reading	53
2	E9.5.W2.	Writing	54
3	E9.5.L1.	Listening	54
4	E9.5.R1.	Reading	54
5	E9.5.W1.	Writing	55
6	E9.5.S1.	Speaking	55
7	E9.5.R2.	Reading	55
8	E9.5.W1.	Writing	56
9	E9.5.R1.	Reading	56
10	E9.5.S2.	Speaking	57
11/12	E9.5.R1.	Reading	58
13/15/16	E9.5.S1.	Speaking	59
14	E9.5.L1.	Listening	59
17/18	E9.5.R1.	Reading	60
19	E9.5.R2.	Reading	60
20/21	E9.5.R1.	Reading	61
22	E9.5.W1.	Writing	62
23	E9.5.S2.	Speaking	62
24/25	E9.5.R1.	Reading	63
26	E9.5.R2.	Reading	63
27/30	E9.5.W2.	Writing	64
28/29	E9.5.L1.	Listening	64
31	E9.5.S1.	Speaking	64

THEME 6			
Activity No	Skill No	Activity	Page
1/2/3	E9.6.R2.	Reading	65/66
4/5	E9.6.L2.	Listening	66
6	E9.6.S1.	Speaking	67
7/8/9	E9.6.R1.	Reading	67/68/69
10	E9.6.W2.	Writing	69
11	E9.6.S3.	Speaking	70
12/13	E9.6.L1.	Listening	70
14/15/16	E9.6.L2.	Listening	71
17/18	E9.6.S1.	Speaking	71
19/20	E9.6.R2.	Reading	72
21	E9.6.R1.	Reading	73
22/23	E9.6.W2.	Writing	74

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24/25	E9.6.S4.	Speaking	74
26/27/28	E9.6.L1.	Listening	75
29/30	E9.6.S3.	Speaking	75
31	E9.6.S2.	Speaking	76
32/33	E9.6.W1.	Writing	76

THEME 7

Activity No	Skill No	Activity	Page
1/2	E9.7.L1.	Listening	77
3	E9.7.S1.	Speaking	77
4/5	E9.7.S1.	Speaking/ Writing	78
6	E9.7.R1.	Reading/ Writing	79
7	E9.7.S1.	Speaking	80
8	E9.7.S1.	Speaking	80
9	E9.7.W1.	Writing	80
10/11	E9.7.S1.	Speaking/ Writing	81
12	E9.7.S1.	Speaking/ Reading	82
13/14	E9.7.L2.	Listening	82
15	E9.7.S1.	Speaking	82
16	E9.7.L1.	Listening	83
17	E9.7.S1.	Speaking	83
18/19/20	E9.7.R1.	Reading/ Writing	84
21/22	E9.7.R1.	Reading/ Writing	85
23/24	9.7.S2.	Speaking/ Reading	86
25/26	E9.7.R2.	Reading/ Writing	87
27/28	E9.7.L1.	Listening	88
29/30	E9.7.W1.	Writing	88

THEME 8

Activity No	Skill No	Activity	Page
1/2	E.9.8.L1.	Reading	89
3	E.9.8.R1.	Reading	90
4	E.9.8.S2.	Speaking	90
5	E.9.8.S2.	Reading	91
6	E.9.8.S3.	Reading	91
7	E.9.8.S3.	Reading	92
8	E.9.8.R1.	Listening	92
9	E.9.8.R1.	Reading	93
10	E.9.8.S3.	Reading	94
11/12	E.9.8.L1.	Listening	95
13	E.9.8.S1.	Reading	96
14/15	E.9.8.S1.	Speaking	96
16/17	E.9.8.S2.	Reading	97
18	E.9.8.S2.	Speaking	98
19	E.9.8.W1.	Reading	98
20	E.9.8.W1.	Writing	98
21/22	E.9.8.R1.	Reading	99
23	E.9.8.R1.	Speaking	99
24/25	E.9.8.S3.	Speaking	100

THEME 9

Activity No	Skill No	Activity	Page
1	E9.9.S1.	Speaking	101
2/3	E9.9.S1.	Speaking	102
4/5/ 6/7	E9.9.S1.	Speaking	103
8	E9.9.S2.	Speaking	104
9/10	E9.9.S2.	Speaking	104
11/12/ 13/14	E9.9.S3.	Speaking/ Listening	106
15	E9.9.L1.	Listening	107
16/17	E9.9.S1.	Speaking	107
18/19	E9.9.W1.	Writing	108
20/21	E9.9.L2.	Listening	109
22/23	E9.9.S3.	Speaking	110
24/25/26	E9.9.R1.	Reading	111
27	E9.9.S2.	Speaking	112
28/29	E9.9.W2.	Writing	112

THEME 10

Activity No	Skill No	Activity	Page
1/2/3	E9.10.R1.	Reading/ Writing	113
4/5	E9.10.R1.	Reading/ Writing	114
6	E9.10.R1.	Reading/ Writing	115
7/8	E9.10.W1.	Listening/ Writing	115
9/10	E9.10.S2.	Reading/ Speaking	116
11	E9.10.S1.	Speaking/ Writing	116
12	E9.10.S3	Speaking	117
13	E9.10.S2.	Speaking	117
14/15	E9.10.S2.	Speaking/ Writing	118
16/17	E9.10.L1.	Listening	119
18/19	E9.10.S1.	Speaking	119
20	E9.10.S1.	Speaking/ Writing	120
21	E9.10.W1.	Reading/ Writing	120
22	E9.10.R1.	Reading	121
23/24	E9.10.S2.	Speaking	121
25/26	E9.10.L1.	Listening	122
27/28	E9.10.S3	Speaking	122
29/30	E9.10.R1.	Reading	123
31	E9.10.W1.	Writing	124
32/33	E9.10.L1.	Listening	124

COMPETENCES

- Students will be able to introduce themselves and their family members.

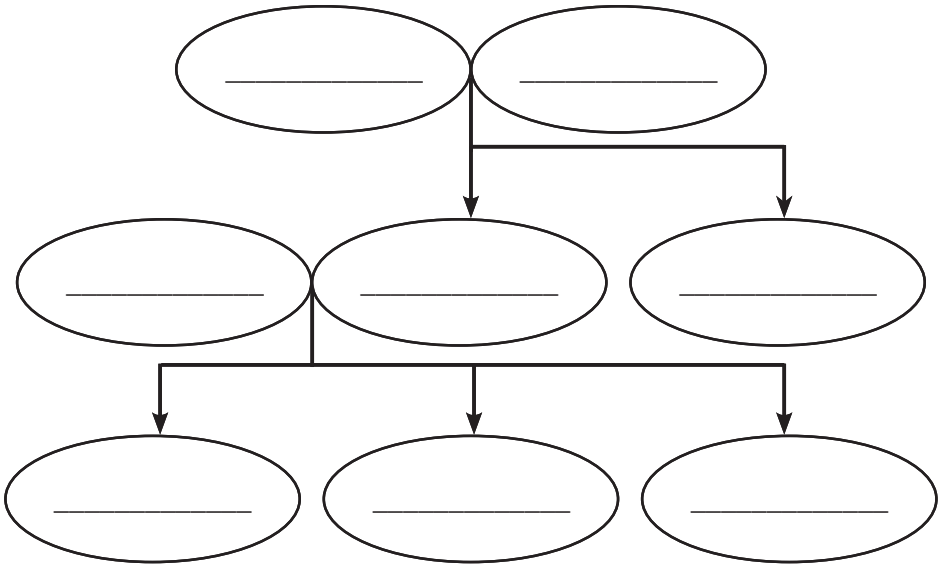
1 Read the first part of the conversation and do the exercises in Part A and Part B.

John Come in, Asafa. How nice to see you in our house. Make yourself at home.
Asafa Thanks, John. How are things?
John Not bad. What about you? How is the hotel, and your first days in the city?
Asafa Everything is OK. I think, it is a nice start.
John Oh, great. By the way, meet my wife Adele. She is a medical doctor. Originally, she is French.
Asafa Hmm… French, and John, you're English. A European couple in New York.
Adele That's right, Asafa. Nice to meet you.
Asafa Nice to meet you, Adele. By the way, I can't see the kids around. Where are they?
John They are not home now.
Asafa You've got three children, am I right?
John You are. You have a nice memory. Oh, look! This is our family picture on the wall. We are all here in this picture. Let me show you. This is my elder son, Wayne. He is 26. He is in New Zealand now.
Asafa Oh, what does he do for a living, there?
John He is a hairdresser. He has got a big hair salon there.
Asafa That's good. What about the others?
John Well, this is my daughter, Amanda. She is 17. She is a high school student. She is on a school trip in New Jersey now with her friends, and finally, my sweetie, Joe. Just out for a visit to a classmate. He is 15.
Adele My children are really lucky. Their family is big. I'm an only child.
Asafa Oh, and this old woman. Who is she?
John Well, that's my mother, Susan. She is sometimes with us on summer holidays. In winter, she is in the UK with Daddy. And this is my brother Mathew next to her. My dear brother, a professor in Hungary, now. My father, Gordon, is not in this picture. I don't remember why.
Adele Asafa, your English is very good. How many languages can you speak? Can you speak any French, too?
Asafa Well… I can speak English and a bit of German and French. Foreign languages are very important for us, I mean, academics like John and me.
Adele You're truly international, Asafa.
…

COMPETENCES

- Students will be able to find specific information in a simple text about jobs/nationalities/countries.
- Students will be able to detect specific information about jobs/countries/nationalities.

PART A. Below is John's Family Tree. Write the names in the frames according to the conversation.



PART B. Read the conversation again and fill in the table below.

Person	Country of Origin	Age	Job	Location/Where Now
Adele		—		
John		—		
Gordon		—	—	
Susan		—	—	
Wayne	—			
Amanda	—			
Joe	—		—	
Asafa		—		
Matthew		—		

2 Listen to second part of the conversation and fill in the blanks with words from the box. Tapescript 1.1

son	daughter	grandson	wife x 2	in-laws

1. Asafa's _____ is Shannon.
2. Jay is the name of Asafa's _____.
3. Calvin is Asafa's _____.
4. Kishana is Jay's _____.
5. Asafa's _____ is Carla.
6. Akilah and Samuel are Asafa's _____.

COMPETENCES

- Students will be able to ask and answer about their personal belongings.

3 Look at the luggage carousel picture and fill in the blanks using possessive 's.

1. Liz and _____ next flight is at 4.
2. _____ friend is Matthew.
3. _____ name is on the suitcase.
4. It's not Mary's suitcase. It is _____.

4 What are countries famous for? Look at the countries in the box and discuss in groups. Then, fill in the blanks.

Greece	Egypt	The U.S.A.	China	Russia	Norway	Italy	India
The U.K.	Portugal	Switzerland	France	German	Japan	Argentina	

1. _____ is also famous for the Eiffel Tower.
2. Explorer Vasco da Gama was from _____.
3. The Statue of Liberty is a landmark of New York City in _____.
4. Taj Mahal is one of the seven wonders of the World. It is in _____.
5. _____ has got 4 World Cups in football.
6. Buenos Aires is the capital city of _____.
7. Rhodes and Crete are islands of _____.
8. Tokyo is the capital city of _____.
9. Pisa Tower is a touristic attraction in _____.
10. England, Wales, Scotland and Northern Ireland (Eire) are parts of _____.
11. Tsars of _____ are important in history.
12. The Great Wall of _____ is very long.
13. _____ is also famous for its chocolate.
14. Oslo is the well-known city and capital of _____.
15. The River Nile is a treasure for _____ and Africa.

COMPETENCES

- Students will be able to detect specific information about jobs/countries/nationalities.

5 Work in pairs. Study the pictures about world famous items/sites/people of countries. Write the nationalities to complete the phrases given. Choose from the box. You can search on the Net.

French	Egyptian	Portuguese	Chinese	Italian	Norwegian	Swiss	Greek
British	American	Russian	Indian	German	Japanese	Argentinian	

1

_____ pizza

2

_____ Royal Family

3

_____ fjord

4

_____ watch

5

_____ footballer

6

_____ dragon

7

_____ island

8

_____ movie industry

9

_____ sari

10

_____ kimono

11

famous _____ footballer

12

_____ palace

13

_____ car/s

14

_____ pyramid

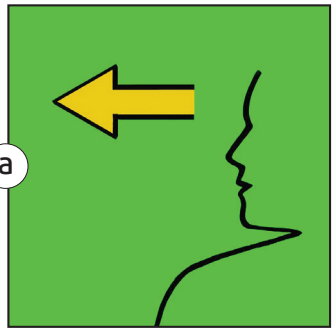
15

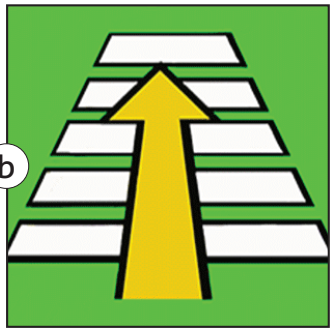
_____ perfume

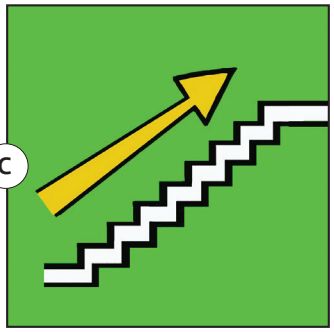
COMPETENCES

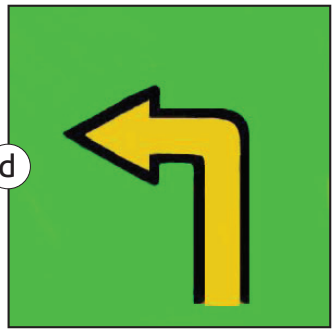
- Students will be able to ask for and give simple directions in simple phrases.

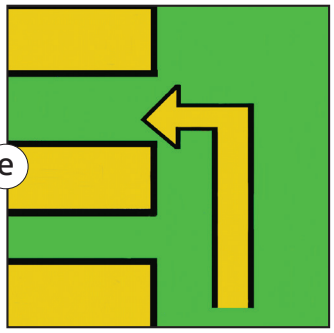
6 Match the phrases for giving directions to the images.

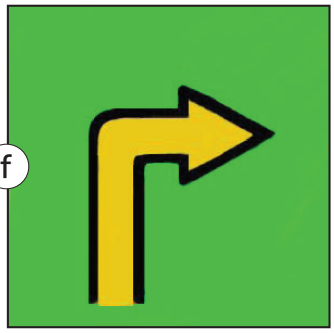
a 

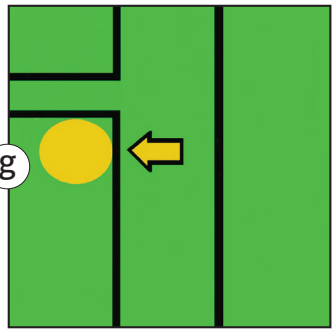
b 

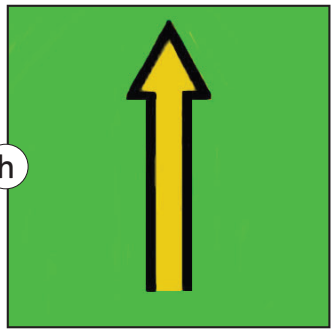
c 

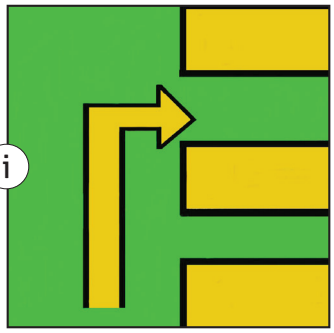
d 

e 

f 

g 

h 

i 

- [ ] 1. Turn left.
- [ ] 2. It's on the corner.
- [ ] 3. Take the second turning on the left.
- [ ] 4. Go straight ahead.
- [ ] 5. Go upstairs.
- [ ] 6. Turn right.
- [ ] 7. Take the second turning on the right.
- [ ] 8. Cross the street.
- [ ] 9. It's on your right.

COMPETENCES

- Students will be able to ask for and give simple directions in simple phrases.

7 Work in pairs. Use the following city map. Ask and give directions to Iowa Chop House. Then, act out your dialog. (You can ask and give directions to the places of your choice on the map.)

Write your dialog here.

COMPETENCES

- Students will be able to identify frequently used vocabulary for greetings and conversations in a simple recorded text.
- Students will be able to introduce themselves and their family members.

8 Listen to the dialog. Tick the words and phrases you hear for greetings. Tapescript 1.2

- ☐ 1. Hello!/Hi!
- ☐ 2. Catch you later!
- ☐ 3. Good afternoon!
- ☐ 4. How are you?
- ☐ 5. What's up?
- ☐ 6. Long time no see.
- ☐ 7. How is it going?
- ☐ 8. Great to see you again.

9 Read the dialog between Mave and the teacher. Complete it with the given sentences.

- I'm 16 years old.
- My dad, Barry, is a psychologist.
- Mary, is an IT engineer.
- Her name's Marie.
- What does she do?
- Please introduce yourself briefly.

Teacher Hi, everyone! Here is our new friend, Mave. You're very welcome to our class. (1) _____.

Mave Hi. My name's Mave. (2) _____. I love maths and biology. Also, I'm good at ball games. I've got a silver medal in tennis. And, I'm very happy to be here.

Teacher Are you new in Dublin?

Mave Yes, we have just moved here from Belfast. My mom has started a new job.

Teacher How nice! (3) _____. Tell us something about your family.

Mave Well, my mom, (4) _____. She develops applications for mobile phone operators. (5) _____. I also have a twin sister. (6) _____.

Teacher Thank you very much, Mave. Please have a seat. We will have more time to get to know each other.

10 Prepare a dialog with your partner as in Part 8. Act it out in the classroom.

11 Order the sentences to make a meaningful dialog.

- ☐ Hi, Mandy. I'm fine, thanks a lot. How about you?
- ☐ Oh! It is cool. High school or university?
- ☐ Hi, Maria. Nice to meet you. Are you German?
- ☐ How nice. I have to leave for my class now. Hope to see you again. Enjoy your time here, Maria.
- ☐ Nice to meet you, too. No, I am Mexican. I live in Germany to study.
- ☐ I am an undergraduate student. This is my first year at university.
- ☐ Thank you. Bye.
- ☐ Hi, Sam. What a nice surprise! It is good to see you again. How is it going?
- ☐ I'm fine, thank you. This is my friend Maria. She lives in Germany. She is here just for a week.

COMPETENCES

- Students will be able to introduce themselves and their family members.

12 Read the dialog between Luka and the interviewer. Fill in the blanks with the given sentences.

a. Do you have children
b. She is an accountant
c. Are you married
d. Well, my father, Dean is 65 and my mother, Enya is 62 years old
e. What do they do
f. Can you tell us a little bit about yourself

Interviewer Hello! We are doing a little research about Zagreb's population. Can I ask you a few questions if it is possible?

Luka Sure.

Interviewer (1) _____?

Luka My name is Luka and I'm 42. I've lived in Zagreb since I was born. I'm a sales manager at an international company.

Interviewer Nice to meet you, Luka. (2) _____?

Luka Yes, I am married. My wife, Adriana, is an Italian. She is 40 years old.

Interviewer What does she do?

Luka (3) _____.

Interviewer (4) _____?

Luka Yes, we have two children. A girl and a boy. Our daughter's name is Bianca. She is 16 years old and goes to high school. Our son's name is Marko and he is only 10 years old.

Interviewer Where do you live in Zagreb?

Luka We live in a suburb of Zagreb. It's a nice neighborhood close to the city centre.

Interviewer Are you happy to live there?

Luka Yes, certainly. I feel lucky because we live close to my mom and dad.

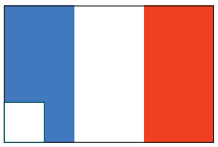
Interviewer Big chance! Tell us something about your parents. (5) _____?

Luka (6) _____. They are both retired and live with my younger brother, Levin. He is 19 years old. He's a student. He is an awesome uncle. The kids have a lot of fun with him.

COMPETENCES

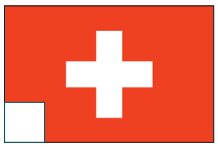
- Students will be able to detect specific information about jobs/countries/nationalities.

13 Write the nationalities.

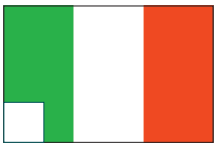


FRANCE _____

POLAND _____



SWITZERLAND _____



ITALY _____

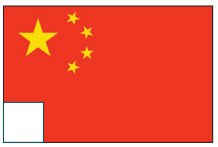
INDIA _____

MEXICO _____

BRITAIN _____

GERMANY _____

SPAIN _____



CHINA _____

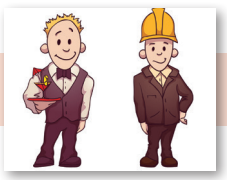
14 Listen to the dialog and tick the countries or nationalities you hear in Part 13. Tapescript 1.3

15 Listen to the dialog again and match the names with the nationalities.

☐ 1. Sandy/Joe	a. Indian
☐ 2. Jose	b. British
☐ 3. Alisha	c. Mexican
☐ 4. Noah	d. Swiss

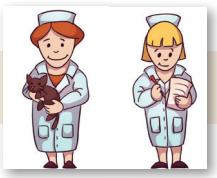
16 Listen again and tick the correct option.

Sandy ☐ tailor ☐ teacher



Joe ☐ waiter ☐ engineer

Jose ☐ pilot ☐ doctor



Alisha ☐ vet ☐ nurse

Jose ☐ artist ☐ farmer

COMPETENCES

- Students will be able to find specific information in a simple text about jobs/nationalities/countries.
- Students will be able to ask and answer about their personal belongings.

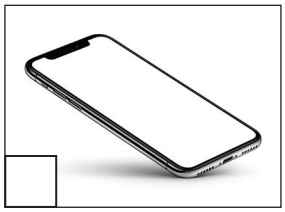
17 Read the text and write one word in each blank.

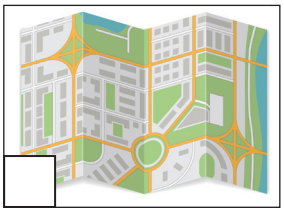
Hello, I'm Blanca. I'm from Spain. I teach Spanish online. I have students from all over the world. Some of my students are my friends now. Pierre and Marie are from France. They are doctors. William is a British author. Lena is from Poland. She is a dentist. Fabio and Anita are Italian. Fabio is a journalist and Anita is a photographer. We want to travel to India together this summer.

1. Blanca is a/an _____ teacher.
2. Pierre and Marie are _____ doctors.
3. William is from _____.
4. Blanca has a dentist friend from _____.
5. Fabio and Anita are from _____.
6. They all want to go to _____ this summer.

18 What has Alice got in her backpack? Tick the boxes and say.

Hi, I'm Alice. I'm a student in a language school here in Cambridge. I have got a passport, a purse, a map in my backpack. My mobile phone and my keys are also in it.





19 Work in pairs. Ask and answer questions about the things in your backpack as in the example.

E.g. A: What have you got in your backpack?
B: I have got my books in my backpack.

COMPETENCES

- Students will be able to recognize familiar names, words and very basic phrases in simple texts such as postcards, greeting cards and e-mails.
- Students will be able to ask for and give simple directions in simple phrases.

20 Read the postcard and answer the questions.

Paul E. Campbell
266 North Street
Islington, Blenheim 7201
New Zealand
Dec. 12, 2020

POSTCARD

Dear Anna,

Greetings from New Zealand! I'm finally here and this country is amazing. The weather is super nice. It's really interesting because it's December and it is summer here.

I have two weeks to explore this country. The nature is wonderful. This week, I will see the Pollard Park. It's a very famous park which has many different gardens in it. Next week, I will explore the city life. I will start with the Bleinheim Palace. I'm very excited.

Wish you were here!

Paul

Anna R. Purnell
4460 Wayside Lane Street
Fremont, CA
94538
California, USA

1. Who is the postcard from? _____.
2. Who is the postcard to? _____.
3. Where is the sender? _____.
4. Where is the receiver? _____.
5. What's the weather like? _____.
6. What places will the sender visit? _____.

21 Look at the map below. Work in pairs. Ask for and give directions to the places given as in the example.

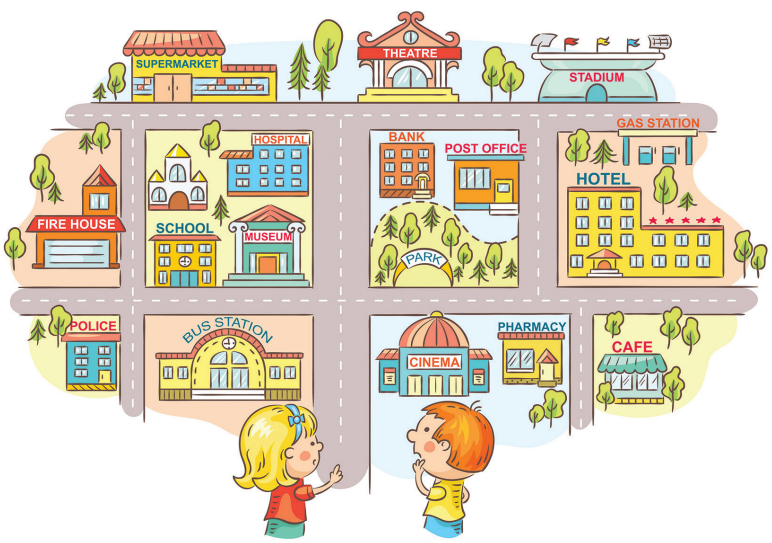
Matt Excuse me, can you speak English?

Rosie Yes, I can. What can I do for you?

Matt I can't find my way to the pharmacy. Can you tell me the easiest way, please?

Rosie No worries, it's near here. Walk along the street and take the first turning on the right. Go straight ahead. It's near the cinema, opposite the café.

Matt Thank you very much!



COMPETENCES

- Students will be able to write simple sentences and phrases (a postcard, an e-mail or a hotel registration form).

22 Read Edward's email and fill in the blanks with the words below.

penfriends	new	am	brother	live

New Message

To: juliasenders@fmail.com

Subject: Hello from England

Hello Julia,

I (1) _____ Edward Stone. I am fifteen years old. I (2) _____ in Liverpool, England.
I have a sister and a (3) _____. I enjoy meeting (4) _____ people on the Net.
I hope we can be (5) _____. ☺
Catch you later,
Edward.

SEND

23 Look at the example above and write an email to a friend.

New Message

To:

Subject:

SEND

COMPETENCES

- Students will be able to locate the things as they listen to information about the instructions.
- Students will be able to describe different environments in simple sentences and phrases.
- Students will be able to ask and answer questions about location of things and places.

1 Put the household items into the correct boxes. More than one option is possible.

lamp	chair	sofa	shower	refrigerator	oven	bedside table	armchair
table	bed	sink	curtains	toilet	wardrobe	television	bathtub

LIVING ROOM	BATHROOM	KITCHEN	BEDROOM

2 Listen to Mike and his colleague David. Tick the expressions you hear. Tapescript 2.1

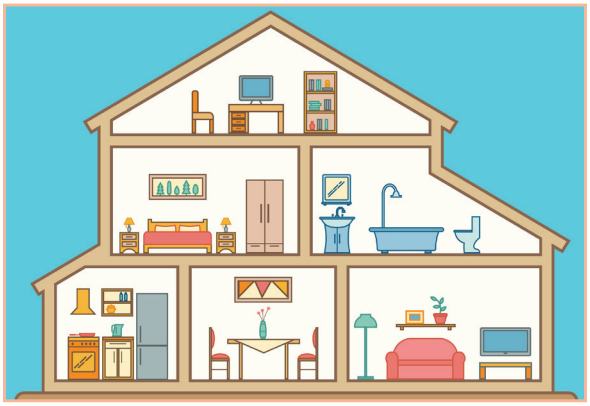
1. I have good news for you. ☐
2. It's on the second floor. ☐
3. Is it large or small? ☐
4. There is no furniture. ☐
5. There is a washing machine in the kitchen. ☐
6. The bedrooms are with full baths. ☐

3 Listen to the dialog again and decide whether the sentences are TRUE (T) or FALSE (F).

1. ____ Mike is with Kevin now.
2. ____ The flat is far from the work.
3. ____ There is a dishwasher in the kitchen.
4. ____ There are three bedrooms in the flat.
5. ____ There are full baths in the bedrooms.
6. ____ Mike will call back later.

4 Look at the house. Write what there is/are in the rooms. Use the prepositions of place.

E.g. There is a television next to the sofa.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

COMPETENCES

- Students will be able to ask about and describe their neighbourhood.
- Students will be able to compare people, places and objects around them.
- Students will be able to describe different environments in simple sentences and phrases.

5 Complete the sentences in Column A with a suitable ending from Column B.

Column A

A good neighborhood ...

1. is safe. ☐
2. has better education opportunities. ☐
3. is near medical services. ☐
4. is family-friendly. ☐
5. has better public transportation services. ☐
6. has better entertainment opportunities. ☐

Column B

a. Access to medical centers is easier and quicker.
b. Cinemas, theaters, restaurants and cafes are of higher quality.
c. The crime rate is lower.
d. The people are friendlier and more respectful.
e. Good and modern schools are more accessible.
f. It is nearer to bus stops, underground, tram, etc.

6 Discuss the qualities of a good neighborhood. Tick the ones that are important to you and add one more quality.

- Modern schools ☐
- Nearness to city center ☐
- Safety ☐
- Nearness to malls ☐
- Easy access to medical services ☐
- Existence of sports facilities ☐
- Nearness to public transportation ☐
- Entertainment opportunities ☐
- _____ ☐

7 Write a description of your dream summer house and its neighborhood. Write about its size, rooms, furniture, garden, location, neighborhood, etc.

My dream summer house

_____

_____

_____

_____

_____

COMPETENCES

- Students will be able to read a simple text for specific information about their neighbourhood/city etc.

8 Read the dialog and answer the questions.

Cindy Oh, you're on the computer again.
Jim Yes, I'm just shopping.
Cindy What are you looking for?
Jim A watch.
Cindy I know this website. It has 3D security so it's **safer**, and also **cheaper**.
Jim Yes. Its delivery time is also **shorter** than the others. It's got **more** watches than any other websites. By the way, I need your help.
Cindy Sure. What's wrong with your watch?
Jim This is my watch. It isn't as cool as I want.
Cindy What do you mean?
Jim I want a **more fashionable** watch with a steel wristband and a **larger** bezel.
Cindy But a watch with a steel wristband and a large bezel is usually **heavier**.
Jim It doesn't matter, heavier or **lighter**. I want a **more charismatic** one. A-ha, here! This is the one I'm looking for.
Cindy I'm afraid this one is not **better** than yours. I also think it is not healthy for you. You should wear a watch with **less** weight.
Jim I don't care. Just cooler and more charismatic!
Cindy Come on, Jim. You should be **more sensible**.

1. Why is the shopping website safer according to Cindy?

_____

2. Why doesn't Jim like his watch?

_____

3. What does Cindy advise Jim about the watch?

_____

4. Are Cindy and Jim of the same opinion?

_____

5. Who do you think is right? Why?

_____

9 Study carefully the words in bold in the dialog and fill in the table below.

1. safe - _____
2. _____ - cheaper
3. short - _____
4. _____ - more
5. fashionable - _____
6. _____ - larger
7. _____ - heavier
8. light - _____
9. _____ - less
10. charismatic - _____
11. _____ - better
12. sensible - _____

COMPETENCES

- Students will be able to compare people, places and objects around them.

10 Rewrite the sentences using the comparative forms of the adjectives.

1. History is not as difficult as Science to me.

_____

2. I'm 39 years old. My best friend is 45 years old.

_____

3. The population of Mersin is about 2.000.000. The population of İzmir is about 4.300.000.

_____

4. It is 6 °C in Erzurum now. It is 21 °C in Antalya.

_____

5. A laptop PC is only about 2 kg. A desktop PC is more than 10 kg.

_____

11 Look at the profiles of two basketball players below. Which one do you think would be a better transfer? Discuss. Give reasons. Use comparative forms of the adjectives given below and your own adjectives.

young	experienced	expensive	short
cheap	tall	heavy	successful

EGE ÖZDEMİR		KAAN AKAR	
AGE:	18	**AGE:**	30
HEIGHT:	203 cm.	**HEIGHT:**	205 cm.
WEIGHT:	101 kg.	**WEIGHT:**	98 kg.
POSITION:	Power Forward	**POSITION:**	Power Forward
VALUE:	€250.000	**VALUE:**	€100.000
TEAMS:	İzmir College U-14, U-16, U-18 Turkish U-18 National Team.	**TEAMS:**	İstanbul College U-14, U-16, U-18 Basketbol Gelişim S.K.–2008-2012 İstanbul Basketball Cl.–2012-2016 Ankara Basketball Aca. 2016-2019
AWARDS:	İzmir Cup Championship–2018 Best Young Player Award–2018 Top Scorer in U-18 League–2019	**AWARDS:**	İstanbul Cup Championship–2008
STATISTICS:	Points Per Game: 20.7 Assists Per Game: 5.3 Rebounds Per Game: 10.2	**STATISTICS:**	Points Per Game: 14.5 Assists Per Game: 5.1 Rebounds Per Game: 9.5

COMPETENCES

- Students will be able to ask and answer questions about the location of things and places.

12 Read the text and answer the questions.

Tim lives on Rose Street. It's a small street with a few houses. All of the houses are big and detached with three bedrooms and big balconies. Tim's neighbors are friendly and helpful. Mike and Ted are his best friends. They live next door to him. At the end of the street, there are two shops: a bakery and a butcher's. Tim's mom and dad live round the corner near the post office where there are many shops. Two of Tim's friends, Robert and Jane, live across the street from Tim's parents on Oxford Street. When Tim goes to the post office, he leaves his dirty clothes to his parents and his mum washes them for him. Tim likes the location of his house very much because it's not far away from his workplace. He walks to work with Mike to Queens Street and it takes only 10 minutes. Mike's office is near Tim's workplace, just opposite it. Tim doesn't like where he works because it is small, dirty and smelly. When Tim goes home, he feels happy because his road is so pretty and green and his neighbors are so lovely.

1. Where do Mike and Ted live? _____.
2. Where do Tim's parents live? _____.
3. Why does Tim like the location of his house? _____.
4. Does Tim like his workplace? Why/Why not? _____.
5. How does Tim feel when he goes home? _____.

13 Answer the questions about your neighborhood.

1. What are there in your neighborhood? _____.
2. Is your neighborhood big or small? _____.
3. Do you have a lot of neighbors? _____.
4. Is your neighborhood calm or noisy? _____.
5. Is there too much traffic in your neighborhood? _____.
6. Do you like living in your neighborhood? Why? _____.

COMPETENCES

- Students will be able to compare people, places and objects around them.

14 Fill in the blanks with the words given in the box.

pharmacy	bookstore	animal shelter	kiosk	restaurant
bank	hospital	cafe	shopping malls	bakery

1. I looked for a _____ to buy some pills and finally I found one on that street.
2. Mr. and Mrs. Swift go to a _____ for dinner every weekend.
3. Jeremy meets his friends in a _____ after school. They chat and drink coffee there.
4. My sister wants to adopt a puppy from an _____ but my mother doesn't allow her.
5. People prefer _____ because they can find and buy anything they need in a short time.
6. We need to withdraw some money. Let's go to the_____.
7. You can find newspapers and magazines in that_____.
8. This _____ has a wonderful campaign for readers this week: 3 books for $10.
9. My son has a stomachache so I'm taking him to _____ to see a doctor.
10. Liz always buys bread from the _____ next to the park.

15 Use the words in brackets to form a question. Then, answer as in the example.

E.g. (what/crowded city/your country?)
What is the most crowded city in your country? İstanbul is the most crowded city in our country.

1. (what/large planet/the solar system?)
_____
2. (what/popular sport/your country?)
_____
3. (what/cold city/your country?)
_____
4. (what/long river/your country?)
_____
5. (what/high mountain/the world?)
_____
6. (what/fast animal/the earth?)
_____

COMPETENCES

- Students will be able to locate things as they listen to information about the instructions.
- Students will be able to ask and answer questions about the location of things and places.

16 Look at Maya's room below and fill in the blanks with one word.

E.g. There is a cat _____on_____ the chair.

1. There is a waste bin _____ the desk.
2. There are some clothes _____ the floor.
3. There is a bedside table _____ the desk and the bed.
4. There is a cushion _____ the radiator.
5. There is a school bag _____ Maya.

17 Listen to the dialog between Maya and her mom. Relocate the items below in the picture. Tapescript 2.2

18 Order the sentences to make a meaningful dialog.

__1__ Hi, Janie. How are you doing?
_____ On the desk, of course.
_____ Hmm... I have my bed there. Maybe, I can put mine next to the door.
_____ Hey, nice to hear from you, Ila. I'm still busy organising my room.
_____ Lighting is very important for me, so it is in front of the window.
_____ Do you need any help?
_____ Why not? Where will you put your computer?
_____ Oh, please. I can't decide where to put my desk. Where is yours?

19 Prepare a similar dialog with your partner and act it out in the classroom.

COMPETENCES

- Students will be able to read a simple text for specific information about their neighborhood, city, etc.
- Students will be able to describe different environments in simple sentences and phrases.

20 Read the paragraph and choose the correct option to complete it according to the picture.

I live in a neighborhood called Tyne. I've been living here since I was born. This is the view I see when I look out of my window. On sunny days, you can see many people out there. There is a park (1) ___ my flat. (2) ___ the crossroads, there is a police station and now a police officer is standing (3) ___ it. At the other corner of the crossroads, there is a school. (4) ___ the school you can see the cafe. Also, there is a patisserie (5) ___ the black building and the hotel. I really love it here.

1.	a. in front of	b. between	c. behind
2.	a. Next to	b. In front of	c. At the corner of
3.	a. opposite of	b. between	c. in front of
4.	a. Next to	b. Above	c. Opposite
5.	a. between	b. next to	c. at the corner of

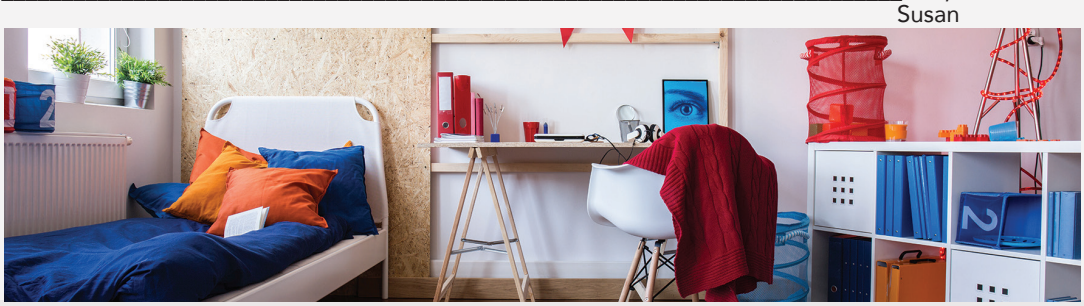
21 Look at the picture and complete Susan's email. Write at least five sentences.

New Message

To:

Subject:

Hi, Jasmine,
Here is my room. I love spending time here. My bed is in front of the window. When I see the sun in the mornings, I feel very happy. I also put my plants on the windowsill. I'm sure the sunlight makes them happy, too. There is a clock ._____
_____ xxx,
Susan



SEND

COMPETENCES

- Students will be able to respond to the questions related to the topic of a recorded text/video
- Students will be able to read a simple text for specific information about their neighborhood, city, etc.

22 Listen to the dialog between Tom and Niki. Tick Tom's living room. Tapescript 2.3

23 Listen to the dialog again and answer the questions.

1. Where is the TV? _____
2. What is Tom's plan after reading a book? _____
3. Where is the kitchen? _____

24 Read Linda's email and write true (T) or false (F).

New Message

To:

Subject:

Hi, Jen,
Greetings from Vienna. Finally, I've settled in my small flat. This is my third week here. After the quiet life in Devon, life in Vienna is very lively, and I think I'm getting used to it. Here is a photo of my new neighborhood from my balcony. Let me tell you a little bit about it. Here is one of the most crowded districts of Vienna, and I live in Graben Street. It is quite a long and well-known street for shopping. I can see the beginning of the street from my balcony. It is full of cafes, restaurants and famous shopping brands. Our favorite clothing brand ZZSA has a huge store in the middle of the street, and I visit there almost every day. There is a famous restaurant next to it and they make the best Wienerschnitzel in the city. You should definitely try it when you come to visit me. Also, there is a big opera house at the end of the street. It is half an hour walking distance from my home. I usually go and watch concerts there on Sundays. That's all for now. I hope all is well with you.

Linda

SEND

____ 1. Linda lives in one of the quietest districts of Vienna.
____ 2. Linda's favorite clothing brand has a shop at the corner of the street.
____ 3. The restaurant where you can eat Wienerschnitzel is in the middle of the street.
____ 4. If you want to watch live opera performances, you should walk to the beginning of the street.
____ 5. Linda can walk to the end of the street in a few minutes.
____ 6. Linda goes to the opera house on Sundays.

COMPETENCES

- Students will be able to ask and answer questions about the location of things and places.

25 Look at the picture and complete the conversation with the given sentences.

I think it is producing its own energy
There is also a swimming pool on the roof
There is a wind turbine at the back
Is there a winter garden on the ground floor

Tim Look at that picture! What an interesting house! There are lots of trees on the roof.

Oliver Cool! _____.

Tim I think so. _____ and some solar energy panels on the roof.

Oliver _____, it looks so fun.

Tim Yes. _____?

Oliver I think yes, but I'm not sure.

26 Look at the picture and prepare a similar dialog as in Part 21 with your partner. Act it out in the classroom.

COMPETENCES

- Students will be able to fill in a chart comparing cities in different countries.

27 Fill in the chart according to the given information.

	OSLO	DUBAI
area	454 km^2	4.144 km^2
population	681.000	3.000.000
climate	average yearly temperature 3.8 °C	average yearly temperature 26.7 °C
architecture	old	modern
small/big	Oslo is smaller than Dubai.	_____.
hot/cold	_____.	Dubai is hotter than Oslo.
quiet/busy	_____.	_____.
old/modern	_____ .	_____ .

28 Order the cities to complete the chart according the given information.

- Tokyo is one of the most populated cities in the world with 9,2 million people. It covers an area of approximately 2,188 square km^2. The climate in Tokyo is fairly mild, and the average temperature is 16 ˚C. There aren't big changes in temperature throughout the year and that's why the city welcomes millions of tourists in all seasons. The city hosts nearly 4.7 million tourists each year.
- As its history dates back to ancient times, Rome has many historical wonders. It is one of the most tourist-attracting cities in the world with more than 7 million visitors annually. Rome has nearly 3 million residents, and it covers an area of 1285 km^2. Because the city is in the Mediterranean climatic zone, summers can be really hot and dry. The average temperature is 15 ˚C.
- Berlin is the largest city of Germany by both in area and population. It is home to approximately 4 million people and it covers an area of nearly 891.8 km^2. The weather conditions are unpredictable in the city, and the average yearly temperature is 9.1 ˚C. It is known as one of the world's top business centers, so trips to Berlin are generally business visits rather than tourist trips.

	Population	Climate	Area	Number of visitors
1st	Tokyo	_____	_____	_____
2nd	_____	_____	Rome	Tokyo
3rd	_____	Berlin	_____	_____

COMPETENCES

- Students will be able to compare people, places and objects around them.
- Students will be able to ask about and describe their neighborhood

29 Complete the conversation with the given sentences.

a. I have smaller ones here
b. What is your room like
c. It is much more modern than Oslo
d. So, compared to Oslo, it is more crowded
e. It is definitely faster here
f. Actually, it is a safer place than I expected
g. Tell me a little bit about Dubai and your neighborhood

Mina Hi, Inge. How is it going? How's your new life in Dubai?

Inge Hi, Mina. Well, I'm trying to get used to it. There are so many differences between Oslo and Dubai. Almost everything!

Mina I guess they have a completely different culture. _____.

Inge First of all, Dubai is bigger than Oslo, almost 10 times! _____. Also, the weather is much hotter than Oslo. It is boiling, especially in summer.

Mina What about the city? What are Dubaian people like?

Inge You should come and see the architecture. It is amazing. The city center is full of charming skyscrapers that I cannot take my eyes off. _____. However, people are very helpful, and I feel safe here. _____.

Mina I'm happy for you. _____?

Inge I'm staying in a small room here unlike Oslo. Instead of having a big table and a screen, _____. But the best thing in my room is the speed of the Internet. _____.

Mina Everything is fine, then.

Inge Yes, for now. But I miss you and my family so much. I hope to see you soon.

30 Look at the chart below and prepare a short dialog with your partner to compare two cities. Act it out in the classroom.

	NEW YORK	ISTANBUL
area	783.8 km^2	5.343 km^2
population	8.623.000	16.000.000
climate	12.11 °C	14.1 °C
architecture	modern	old

A. _____
_____.

B. _____
_____.

COMPETENCES

- Students will be able to express their opinions about free time activities.

1 Read the dialog and underline the words/expressions related to hobbies and interests.

...

Presenter And, John Sanders... I'm sure your fans are curious about your everyday life.

John Sanders Are they?

Presenter No doubt. Your free time choices, hobbies, interests, for example. What are they?

John Sanders Tough question… Actually, I don't have much free time. But I have hobbies, of course. I'm a member of a trekking club because I'm fond of nature and it's relaxing. I love it in nature; birds, trees, fresh air, team spirit, cooperation. I really love it. It's a kind of meditation.

Presenter Cool! You are right here. Personally, I think nature is a nice way of relaxation.

John Sanders Absolutely!

Presenter But I prefer indoor activities to outdoor activities.

John Sanders Nice for you, then. You are often in this studio, it is your favorite place, I guess.

Presenter Definitely. Is that all about you?

John Sanders Of course, not. I'm also interested in basketball. Nice combination of skills and strength. I often go to matches.

Presenter That's cool!

John Sanders Yes. Actually, it's not only basketball. I'm into other sports, as well. Football, volleyball, tennis… I'd love to do court sports, but I'm not cut out for them. I mean, physically I'm not good enough. Anyway, I prefer watching to playing. It's easier.

Presenter I like watching sports, too. I also enjoy watching documentaries. They are exciting and I can learn a lot from them. Much better than silly dating programs. I hate watching them because I think they are waste of time.

John Sanders Definitely.

2 Read the dialog again and fill in the chart below.

	Hobbies/Interests	Reason
John Sanders	Trekking	He is fond of nature./It is relaxing.
	Basketball	
Presenter	Studio work	
	Watching documentaries	

COMPETENCES

- Students will be able to express their opinions about free time activities.
- Students will be able to talk about their preferences of hobbies and free time activities.

3 Look at the pictures of free time activities, hobbies and interests. Choose two and express your opinions on them. Give reasons as in the example.

pottery

cooking and baking

jewelry making

knitting

jogging

birdwatching

gardening

charcoal painting

E.g. I love pottery because it's relaxing.

4 Read the dialog and fill in the chart.

Alicia Hi, Duncan, how is it going?
Duncan Everything is OK, but you know, I'm new here and I'm a little bit bored.
Alicia Oh, I see. There are many clubs, you can join one. Personally, I'm fond of taking pictures, so I'm in the photography club. Why don't you join us?
Duncan Well, that's cool but not very me. I'm not interested in photography.
Alicia No problem. There are many other choices. I also enjoy cooking. If you ask me, it's ideal for you. You are on your own, learn and cook yourself.
Duncan Err… I hate cooking. I prefer eating out to cooking.
Alicia Oh my goodness! Trekking, hiking, birdwatching, cycling, painting, pottery, jogging are all here. Take your pick from these hobbies. Come on!
Duncan OK, OK! Birdwatching is a good choice, I suppose. Because I like animals and nature. Would you like to join me?
Alicia Oh, Duncan. I'd rather not. It's not my cup of tea. I prefer individual activities to team work. Photography is still my favorite.
Duncan Oh, lonely me, again!
Alicia No, of course not. By the way, there are good movies on this week. I want to see one, would you like to come? We can also invite Sally.
Duncan That sounds nice!
Alicia Let's call her, then.

Options for Duncan (as hobbies/free time activities, etc.)	Duncan's choice

COMPETENCES

- Students will be able to talk about their preferences of hobbies and free time activities.
- Students will be able to reorder a recorded conversation about making invitations/offers.

5 Below are pairs of hobbies and free time activities. Share your preferences about each pair as in the example.

E.g.	pottery	jewelry making
1.	collecting stamps	knitting
2.	cycling	doing origami
3.	painting	seeing an exhibition
4.	climbing mountains	biking
5.	volleyball	bodybuilding

E.g. I prefer jewelry making to pottery because I think it helps with creativity.

6 Listen and reorder the dialog between Alicia and Sally. Tapescript 3.1

- [ ] a. No. Duncan and I have a movie plan for Saturday afternoon. Would you like to join us?
- [ ] b. I'd love to but I can't. Saturday? I'm sorry I can't. I will visit my grandparents.
- [ ] c. Oh, what about Sunday evening? Are you free then?
- [ ] d. I have no idea. I can go on the Internet and send you the program.
- [ ] e. I guess, I will be busy. I might stay overnight there. I'm sorry.
- [ ] f. Nothing new. You know, the same.
- [ ] g. Hmm... Yes, I am. What's on then?
- [ ] h. What about the evening?
- [1] i. Hey, Sally. It's Alicia. How are you?
- [ ] j. I'm calling you to invite for a movie.
- [ ] k. Tonight?
- [ ] l. See you on Sunday.
- [ ] m. That's great. We can, then, visit some movie blogs and make the decision.

7 Study the dialog and list the expressions of accepting and refusing an invitation.

Accepting	Refusing

COMPETENCES

- Students will be able to act out a dialogue about accepting and refusing an invitation.
- Students will be able to ask about and tell the time and the date.

8 Study the festival movie posters and Amanda's notes. Then, follow the pairwork instructions to create a dialog.

Amanda's notes:

8th april 3-5 pm economics visa
8 pm annual family dinner

9th april 2 pm english visa

Mitchel	Amanda
- Invite Amanda for a festival movie on 8th April. - Tell the show times. - Invite her for the movie of the next day. - Tell the show times.	- Ask about the show times - Refuse. Give reasons. - Ask about the show times. - Accept. Tell the suitable show time for you.

COMPETENCES

- Students will be able to scan film reviews on blogs to decide which movie to see.

9 Look at the genres of movies given and answer the questions. One is extra.

horror	science fiction	love story	animation	action movie	comedy

What genre of movie...

1. is about traveling through time or space, aliens, etc.? _____
2. is about love? _____
3. is full of action and danger? _____
4. has scary scenes? _____
5. has the motion of illustrations? _____

10 Scan the following movie reviews from a blog and decide which ones are suitable for James, Erin and Sophia.

VACATION with MOM
With stars' performance from Anna Christopher as Mary, Jodie Hawn as Mary's mother and Roger Melany as Johny Minton, this movie is worth seeing for a nice, fun time. Mary and her mother are part of an adventure because of some problems on their vacation. It's a good chance for a criticism on personal relationships. See the movie, think and laugh.

DUNKIRK
It is based on a true evacuation story in Dunkirk, a seaside French town, during World War II. The enemy forces are nearby, and death is close to a group of Allied Army troops from Britain, Belgium and France. They are desperate and cut off. It's time for freedom or death. The only hope is a successful evacuation. There is a lot of action, excitement and sentiment. It's a nice thriller. It's a probable award winner and box office success with the great plot and cast. It's worth seeing.

HESITANT
As a fan of Densel Ford, I must say that this is a fantastic movie. It's about the adventures and a secret discovery of a fireman in New York City Fire Department. If sci-fi is your thing, you can't miss it.

1. James wants to be a scientist. He is fond of technology and fiction movies.
   _____
2. Erin is an adventurous person. She is interested in action movies with war stories.
   _____
3. Sophia is a cheerful teeenager. She likes movies with social messages.
   _____

COMPETENCES

- Students will be able to scan film reviews on blogs to decide which movie to see.
- Students will be able to find the main idea of a text about movies.
- Students will be able to write their opinions on a blog.

11 Scan the movie review in a movie magazine and fill in the chart.

DESPICABLE ME 3

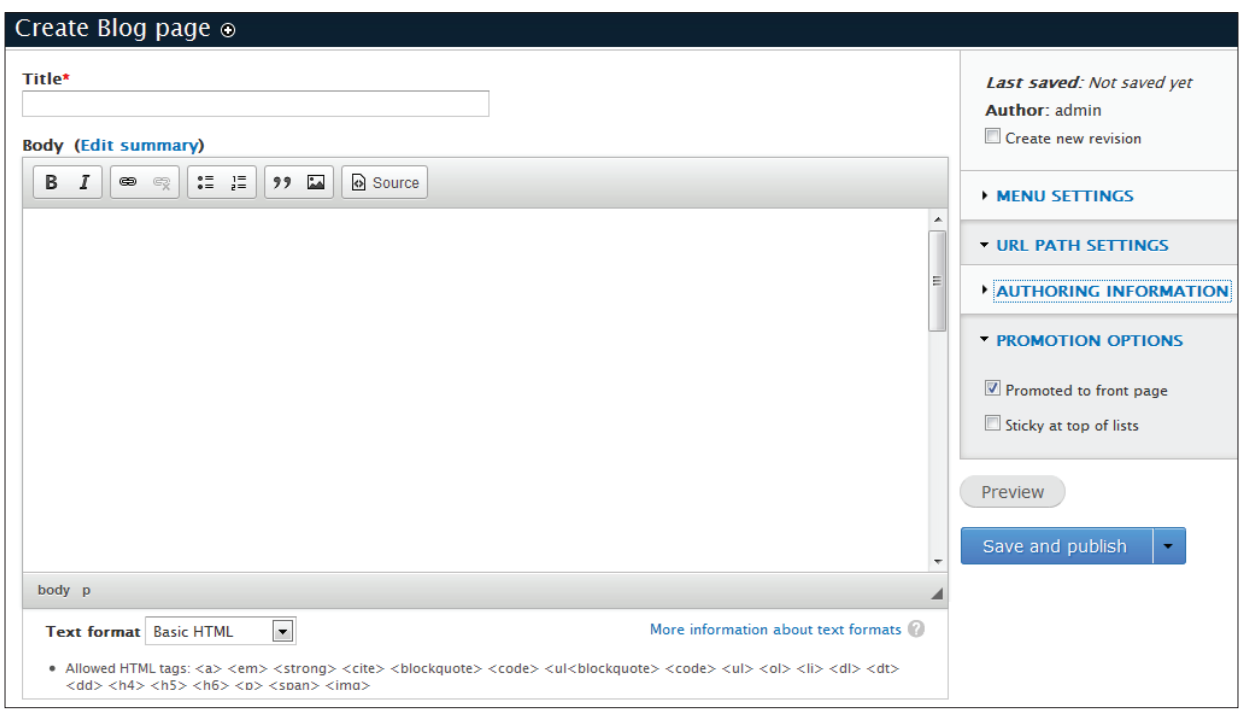
Despicable Me 3 is an American animation comedy movie produced by Illumination for Universal Pictures in 2017. It is directed by Kyle Balda and Pierre Coffin and written by Cinco Paul and Ken Daurio. The producers are Chris Meledandri and Janet Healy. In the third episode of the Despicable Me movie series, the adventures of Gru, Lucy, their adorable daughters and the Minions continue in Freedonia. This time, Gru meets his long-lost twin brother Dru and teams up with him in order to defeat a new enemy named Balthazar Bratt. Gru faces more adventures with his new wife and adopted daughters, Margo, Edith and Agnes. In the end, he realizes the importance of being a family. Pharrell Williams released the new song "Yellow Light" for the original soundtrack in June, 2017and Despicable Me 3 won the Nickelodeon Brazil Kids' Choice Award for Favorite Animation Movie. If you are willing to have fun, this family-friendly, enjoyable animation movie is just for you.

Director	
Writer	
Producer	
Genre	
Award	

12 Read the text again and choose the main idea.

a. Despicable Me 3 is a must-see movie because it is funny.
b. Despicable Me 3 is the third episode of the movie series.

13 Write your opinions on one of the movies in Part 10 in the blog below.



COMPETENCES

- Students will be able to find the main idea of a text about movies.

14 Read the text and complete it with the given sentences below.

a. experience is the best teacher
b. this shows only one side of the coin
c. he gives the right answers to all the questions

Slumdog Millionaire is the 2009 Oscar-winning movie including Best Picture and Best Director. Danny Boyle's 2008 British drama takes place in India with a largely unknown cast. The film is about the life of a poor Indian orphan Jamal Malik, a winner of the Indian version of a worldwide famous TV quiz show Who Wants to Be a Millionaire? Jamal grows up with his elder brother in the street and cannot finish school, but he does everything to survive. When he comes to the show, (1) _____. The quiz show host doesn't believe that Jamal is honest because even doctors, professors, and other well-educated people cannot answer half of the questions. But the boy from a very poor district of Mumbai manages it successfully. So the local police inspector arrests him to find out whether Jamal is a cheater, a lucky person or a genius. During the examination, Jamal says his life keeps all the answers to the show's questions. In this fascinating movie, one can easily understand that the way people see each other does not reflect the reality. People make comments about others, just looking at their appearance, social status or behavior. However, (2) _____. People don't know anything about the other side of it. Jamal Malik is a poor teenager, so people see him as a thief, cheater, and a liar. Although the police officers cannot find anything to prove that Jamal cheats on the show, they still don't believe that he answers all the questions honestly. The reason is quite simple, an orphan from the slums cannot be Mr. Know It All. But it happens and (3) _____. The fight for survival can teach people a lot of lessons in life. Even an orphan from the slums may be the winner, and become a millionaire without cheating.

15 Read the text again and choose the correct option.

1. What is the main idea of the text?
   a. Never judge someone by his past. During the challenges in life, people may become strong and street smart.
   b. People in Indian movies surprise you at any moment, so be prepared for the big end.

2. The host thinks that …
   a. Jamal is a strong contestant and can do his best in the quiz show.
   b. an uneducated orphan cannot give the right answers to the questions.

3. When the police arrest Jamal to find out how he's cheating, he explains…
   a. all the answers to the show's questions are inside his life.
   b. he's smart enough to answer all the questions.

COMPETENCES

- Students will be able to detect familiar words/phrases about likes/dislikes and hobbies in a recorded text.
- Students will be able to act out a dialogue about accepting and refusing an invitation.
- Students will be able to ask about and tell the time and the date.

16 Listen to April and Dennis talking about the hobbies of March sisters in Little Women. Tick the hobbies you hear.

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___

17 Listen to the dialog again and complete the sentences with Jo, Meg, Beth and Amy's hobbies. Tapescript 3.2

1. Meg loves _____.
2. Jo is crazy about _____ and _____.
3. Beth is really keen on _____.
4. Amy's interested in _____.

18 Answer the question below.

Who is April's favorite March sister? Why? _____.

19 Complete the dialog between Jason and Susan with the given sentences below.

a. Shall we meet on Sunday afternoon, then?
b. By the way, don't be late.
c. How about seeing it on that day?
d. Sorry, but I can't make it.

Jason Hi, Susan. The new Marvel film is on at the cinemas on Friday, January 15.
(1) _____.

Susan I'd love to, but I can't. I have a cooking class at 3:00 p.m. on Friday. It finishes at 5:30. Why don't we go on Saturday evening?

Jason (2) _____ On Saturday evening, my favorite quiz show is on TV, and guess what! My grandma is the contestant. I can't miss it.

Susan Wow, I'll watch your grandma. (3) _____.

Jason It sounds great. Let's meet at the cinema at 2:00 p.m. (4) _____.

Susan OK. What time does the film start?

Jason It starts at 2:25.

Susan Don't worry. I'll be there on time. See you on Sunday.

Jason Bye, Susan. I can't wait till Sunday. I'm crazy about Marvel films.

20 Prepare a similar dialog and act it out with your partner.

COMPETENCES

- Students will be able to scan film reviews on blogs to decide which movie to see.

21 Read Heather, Fiona and Ed's blogs below and answer the questions.

HEATHER'S BLOG

CAPTAIN FANTASTIC

Captain Fantastic, written and directed by Matt Ross, is a 2016 American comedy-drama. It tells about an unusual father and his six children who live in the wild in the Pacific Northwest. Ben, the father, teaches his kids how to hunt and survive in the wild. They spend their time climbing mountains, running in the forest and reading books. The kids live with their father because their mother is sick and stays in a hospital. Captain Fantastic is a movie with creativity, originality, and hope. I think this is a movie for every generation. The message of the film is that knowledge and relationships are more important than material things. It's a tragic story with humor and storytelling is great. You shouldn't miss this amazing movie. I give 5 out of 5 stars.

FIONA'S BLOG

SPIDER-MAN: INTO the SPIDER-VERSE

Spider-Verse is one of the greatest movies of 2018. It's a funny, original, action-packed animated Marvel adventure. It tells about a Brooklyn teen, Miles Morales who becomes the new Spider-Man. While Miles is doing graffiti with his uncle at a train station, a radioactive spider bites him and he gains Spider Man's powers. It's a gorgeous superhero film with a great story and characters. I'm a real fan of animated movies, and the animation here is really great. There's a great sense of humor. It's a wonderful family movie, I suppose. Both adults and kids will enjoy the funny and heartwarming moments. It's really worth seeing even if you aren't a fan of Spider-Man movies. I am sure it's the best superhero movie of the year.

ED'S BLOG

LIFE OF PI

Life of Pi is a 2012 adventure-drama film based on the novel of the same name. Taiwanese director, Ang Lee has two Academy Awards for Best Director. He says Life of Pi is not a fantasy movie, it's a drama. It's an emotional story of survival. Tragedy begins when a terrible storm sinks the ship. Pi is the survivor, but he's not alone. Indian man, Pi tries to survive with a Bengal tiger on a lifeboat. A boy, a tiger and a boat. These are the main elements of the movie. Pi and the tiger must learn to trust each other or they won't survive. Although the visuals are breathtaking, the first part is really boring. It has no dialog at all. If you want to understand the movie, you should read the novel first. I'm sorry, but I don't recommend this movie. I think it's too sad, tragic and a bit boring.

1. Who's the director of Captain Fantastic? _____
2. Why do the kids live with their father? _____
3. What is the lesson of the movie Captain Fantastic? _____
4. What type of film is Spider-Man: Into the Spider-Verse? _____
5. Why does Fiona like the movie so much? _____
6. What is the plot of the movie Life of Pi? _____
7. Why is the first part so boring? _____
8. What does Ed think about the movie? _____

22 Which of these movies on the blogs is your favorite? Why? Make sentences as in the example.

E.g. "Captain Fantastic" is my favorite because the plot is so original.

COMPETENCES

- Students will be able to reorder a recorded conversation about making invitations and offer.
- Students will be able to write short text messages to invite their friends for a movie.
- Students will be able to express their opinions about free time activities.

23 Listen to the dialog between Sue and Jason and number the following sentences in the order you hear. Tapescript 3.3

___ How about buying online tickets?
___ Let's make a surprise for her.
___ Bocelli is an Italian tenor and an international superstar.
___ I'm afraid, I can't.
___ Why don't we take granny to her favorite Italian restaurant?
___ That would be great, Jason.

24 Listen again and write true (T) or false (F).

____ 1. Sue and Jason's grandma loves listening to classical music.
____ 2. Jason knows everything about Andrea Bocelli.
____ 3. Sue can't go and buy the tickets because she has an appointment.
____ 4. They're planning to eat out before the concert.
____ 5. Grandma doesn't like eating risotto.

25 Complete Sheila's text message to her friend with the words below. Then, write a short text message to invite your friend for a movie.

forget	watch	join	come	is

Sheila

R U free on Friday afternoon? Dennis and I wanna (1) _____ La La Land. You're really fond of musical films and it (2) _____ a great romantic musical film. Wanna (3) _____ us? If yes, (4) _____ to the cinema at 3:30. The film begins at 4:00. And don't (5) _____ to buy some popcorn. This time it's your turn. ☺

Your friend

26 Talk about the free time activities below as in the example. Add two more.

watching movies	taking photos	playing tennis	scuba diving	writing poems	playing chess		

E.g. I really love watching movies, but I hate writing poems.

COMPETENCES

- Students will be able to scan film reviews on blogs to decide which movie to see.
- Students will be able to write their opinions on a blog.

27 Read Tina's blog and fill in the blanks with the given sentences below.

TINA'S BLOG

The Martian, directed by Ridley Scott, is a 2015 science fiction movie. Matt Damon stars as an astronaut. It tells the story of Mark Watney, left for dead by his crewmates when they begin the long journey back to Earth. (1) _____. He's injured but he is determined to survive on this planet until the next crew arrives. Fortunately, (2) _____. He begins to grow potatoes and produce water in his artificial camp. He always repeats the same sentence 'I'm not gonna die.' (3) _____. He's absolutely brilliant in this movie. The landscape of Mars looks breathtaking. I think The Martian is so realistic. Even if you don't like science fiction movies, you'll love it. The story is fantastic. It isn't just surviving on Mars. (4) _____. Thank you for this amazing blockbuster. I definitely recommend it.

Matt Damon carries the movie on his shoulders	It's about surviving life
When Mark wakes up, he's alone on Mars	Mark is a botanist and an engineer

28 Read the blog again and write three reasons why you should watch the movie.

1. _____.
2. _____.
3. _____.

29 Look at Tim's blog below and answer the questions.

TIM'S BLOG

La La Land is a 2016 American musical comedy-drama written and directed by Damian Chazelle. Ryan Gosling stars as a jazz pianist, and Emma Stone stars as an ambitious actress. The story is about Mia and Sebastian. They meet and fall in love in Los Angeles while pursuing their dreams. Ryan Gosling is just great. He himself plays the piano during the movie. City of Stars is a fantastic song. It's my favorite. Ryan and Emma sing it so well that I get shocked. I think it's the best musical of all times. It will leave you speechless.

1. What is the title of the movie? _____
2. What kind of a movie is it? _____
3. Who stars in La La Land? _____
4. Where does the movie take place? _____
5. What is it about? _____
6. What does Tim think of the movie? _____

30 Write your opinion about a movie on a blog using the questions above as cues.

COMPETENCES

- Students will be able to talk about their preferences of hobbies and free time activities.
- Students will be able to express their opinions about free time activities.

31 Look at the dialog below and say what Jill and Sam like doing in their free times.

Jill What do you do for fun, Sam?
Sam I collect second-hand classic books. I'm crazy about reading them.
Jill Oh, that's interesting. You're a literature freak. It doesn't sound so much fun. I'm definitely not a bookworm.
Sam People are different and that's why they have different hobbies. What do you like doing in your free time?
Jill I like playing the drums, but my parents are not happy with my hobby as you can guess

32 Make a similar dialog with your partner and act it out in the classroom.

33 Look at the magazine page called Mr. Know-It-All and fill in the blanks with the hobbies below.

playing the harmonica	collecting typewriters	bungee jumping	skydiving	surfing	doing yoga

DO YOU KNOW WHAT CELEBRITIES DO IN THEIR FREE TIME?

Let's begin with Nicole Kidman. Nicole is crazy about (1) _____. "It's just like flying", she says. She thinks everybody should jump out of a plane at least once in their lifetime. But, surprisingly she hates (2) _____. "I don't like the idea of being on a cord and hanging upside down." Let's have a look at Cameron Diaz. She's a real adrenaline lover. She's keen on snowboarding and (3) _____. "It's just like dancing with waves", she says. It's Tom Hanks' turn. He's really fond of (4) _____. He likes writing short stories on each one. His another hobby is (5) _____. "All my aches and pains fly away when I'm on my mat," he says. What about Bruce Willis, the best smiling face of all times? He loves (6) _____. "The sound of it makes me peaceful", he says.

34 Choose the expression(s) from the boxes and give your ideas about the hobbies in Part 31.

E.g. I love doing yoga. I think it's relaxing.

I love _____.
I quite like _____.
I don't like _____.
I really hate _____.

fascinating/relaxing/boring/exciting/
exhausting/unusual/challenging/expensive/
dangerous

COMPETENCES

- Students will be able to talk about their daily activities and the frequencies of those activities.
- Students will be able to write about their friend's daily life and the frequencies of their activities.

1 Match the expressions in the box with the pictures below.

1. brush teeth	2. read a book	3. have breakfast	4. work out
5. tidy room	6. enjoy hobby	7. feed the pet	8. get on the school bus
9. do revision	10. get dressed	11. watch TV	12. sleep

a

_____

b

_____

c

_____

d

_____

e

_____

f

_____

g

_____

h

_____

i

_____

j

_____

k

_____

l

_____

COMPETENCES

- Students will be able to identify time expressions of daily routines.
- Students will be able to talk about their daily activities and the frequencies of those activities.
- Students will be able to write about their friend's daily life and the frequencies of their activities.

2 Listen to the dialog and tick the phrases you hear about Paul's daily routine. Tapescript 4.1

- ☐ help parents prepare the dinner
- ☐ go to the gym
- ☐ meet friends
- ☐ have dinner
- ☐ go to bed
- ☐ get dressed
- ☐ surf the Net
- ☐ do revision
- ☐ have a chat with parents
- ☐ walk around for refreshment
- ☐ leave home for school
- ☐ have lunch
- ☐ get up
- ☐ have breakfast

3 Work in pairs. List your major actions in your everyday life and compare them with your partner's. Find the differences. (You can make up if there are no differences).

E.g. I play cyber games but my partner doesn't.
My partner writes in her/his blog but I don't.

My major actions	My partner's major actions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4 Work in pairs. Imagine that you are a dietitian and your partner is your client. Ask the following questions and tick the correct box. Then, exchange roles.

E.g. Do you get up early?

Do you …	Yes, always.	Yes, often.	Yes, sometimes.	No, hardly ever.	No, never.
get up early?	☐	☐	☐	☐	☐
have a big breakfast in the morning?	☐	☐	☐	☐	☐
eat vegetables every day?	☐	☐	☐	☐	☐
have three meals a day?	☐	☐	☐	☐	☐
eat lunch at home?	☐	☐	☐	☐	☐
eat junk food?	☐	☐	☐	☐	☐
exercise every day?	☐	☐	☐	☐	☐
have dinner at home?	☐	☐	☐	☐	☐

COMPETENCES

- Students will be able to write about their friend's daily life and the frequencies of their activities.
- Students will be able to scan reading passages about people to find out different/unusual abilities.

5 Now, write sentences for your client's portfolio. Refer to Part 4.

E.g. Selin always gets up early.

-

-

-

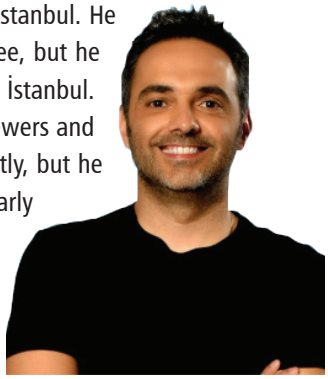
-

-

-

-

6 Read the text and list the things that Arda Türkmen can/can't do.



Arda Türkmen is a famous chef in Turkey. He is 45 years old. He is from İstanbul. He is a hardworking and determined person. He says that he can't make Turkish coffee, but he can cook very well. He can even run three restaurants in three different concepts in İstanbul. He can present TV programs on cooking successfully. He shares recipes with his viewers and also cooks with his guests in these programs. He likes listening to rock music mostly, but he can't sing well or play an instrument. He is quite keen on sports. He gets up very early in the morning and starts his day by doing sports. He loves cycling and climbing. He can cycle very long distances, for instance from Vietnam to Cambodia. He also joins cycling tournaments every year. He can climb high mountains such as Mont Blanc, 4.792 m. high. He likes watching basketball matches, but he can't play basketball. He is helpful. He can develop various social projects. He is active in a project called Velotürk with five friends. They hand out bicycles to children at primary school age all over the country (2600 bicycles up to now). He can also act in commercials. Nowadays, people watch him on TV commercials of a dishwasher detergent, aiming to raise awareness about the waste of water. That's for sure, he is sensitive to nature.

Can	Can't

COMPETENCES

- Students will be able to talk about their abilities.

7 Walk around and ask your friends questions to find someone who can/can't perform the actions given. Then, share them with your friends.

E.g. A: Can you sing well?
B: Yes, I can./No, I can't.

Name	Activity
	sing well
	touch your nose with your tongue
	play a musical instrument
	walk on your hands
	cook
	sew
	ride a horse
	speak English fluently
	draw pictures
	skate

8 Who goes best in the following statements? Write down the name of someone you know.

E.g. My aunt can solve Maths problems easily.

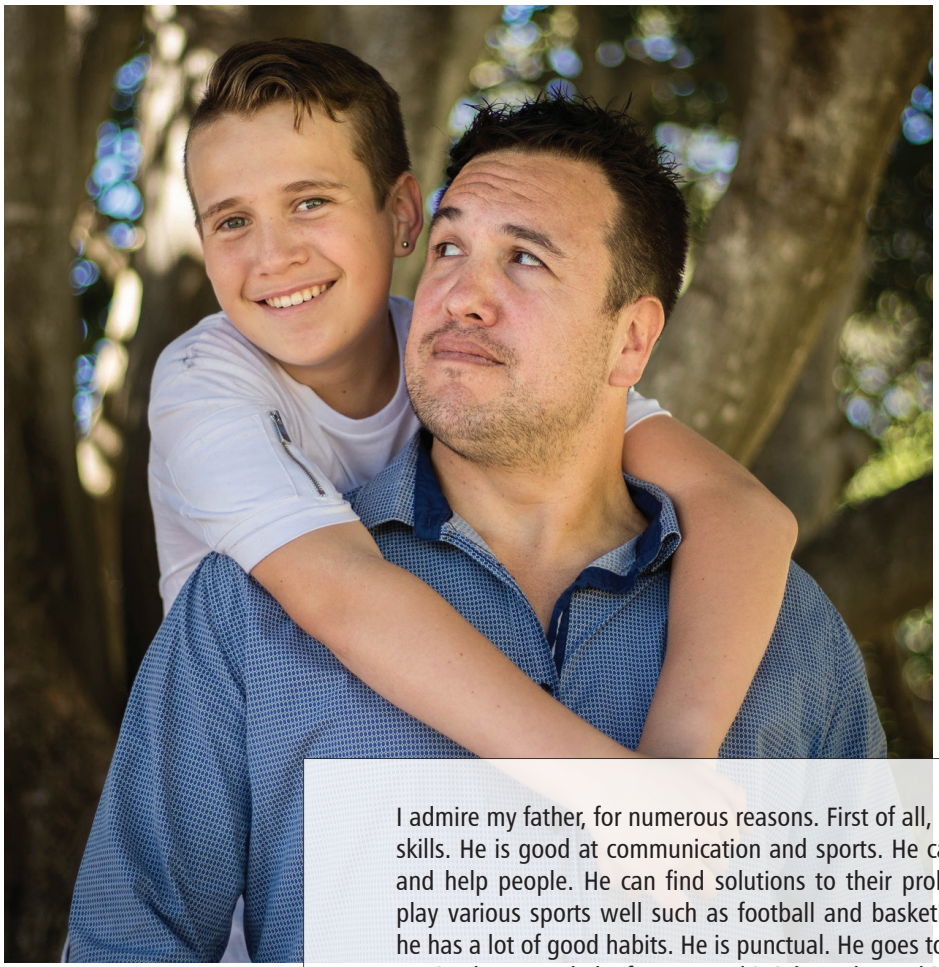
a. _____ can't swim.
b. _____ can make a cake.
c. _____ can't speak a foreign language.
d. _____ can ride a motorbike.
e. _____ can't play chess.

9 Think about the things you can/can't do and share them with your friends.

COMPETENCES

- Students will be able to talk about their abilities.
- Students will be able to scan reading passages about people to find out different/unusual abilities.
- Students will be able to write about their friend's daily life and the frequencies of their activities.

10 Read Neil's paragraph about his father and list his skills and habits.



I admire my father, for numerous reasons. First of all, he has a lot of skills. He is good at communication and sports. He can understand and help people. He can find solutions to their problems. He can play various sports well such as football and basketball. Secondly, he has a lot of good habits. He is punctual. He goes to bed and gets up timely. At work, he focuses on his job. He keeps his promises. He never smokes. He doesn't eat junk food. He does sports regularly. Also, he spends a lot of time with his family. I'm happy and proud that he is my father.

Skills	Habits
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

COMPETENCES

- Students will be able to talk about their abilities.
- Students will be able to talk about their daily activities and the frequencies of those activities.
- Students will be able to write about their friend's daily life and the frequencies of their activities.

11 Now, list your favorite/inspirational person's skills and habits and tell your friends why you like/admire that person.

Skills	Habits

12 Write a paragraph using your list as in Part 10.

COMPETENCES

- Students will be able to scan reading passages about people to find out different/unusual abilities.

13 Read the text and tick the unusual abilities of Kevin.

LION MAN

Kevin Richardson, also known as lion whisperer, is a great friend of lions. He can communicate with them easily. He can understand lion behaviour, instincts and noises. He can walk into their habitat and they accept him in a friendly way. They never hurt him, but sometimes they give him small love bites. He can also interact with other wild animals such as hyenas, snakes and giraffes. Kevin thinks that these animals can show their love and friendship if you know how to communicate with them. Right now, he lives in a lion park in South Africa with his two kids and wife. He shoots documentaries and uses them to protect these endangered animals.

- ☐ He can feed all kinds of wild animals.
- ☑ He can be friends with lions easily.
- ☐ He can only understand the behaviour of lions.
- ☑ He can make documentaries in wild parks.
- ☑ He can fit in the environment of wild animals.

14 Read the text again and answer the question below.

How can Kevin communicate with wild animals?

_____.

15 Read the speech bubbles and answer the questions below.

I can move very fast and climb walls in seconds. I can also jump from one building to another. And I don't use any equipment for that. Catch me if you can!

Mark

I can survive extremely cold temperatures. I can swim in ice-cold water for hours. I can also run a marathon on ice in only shorts. Needless to say, I never catch a cold or flu.

Wim

I'm into technology and developing stories. I'm very good at programming and I can write codes to make my scenarios into a game. Moreover, I'm quite creative and I have artistic vision.

Susan

I can remember every day of my life in detail. Just give me a date and I'll tell you what day it was, what the weather was like and what happened on that day.

Joy

1. Who has a super-memory? _____.
2. Who can be a good video game designer?
   a. Mark b. Joy c. Wim d. Susan

COMPETENCES

- Students will be able to talk about their abilities.

16 Order the sentences below to make a meaningful dialog.

- [ ] Can you go into the cages?
- [ ] I'm really self-motivated. I can get used to hard work quickly.
- [1] I'd like to ask a few questions for this position. First of all, do you like animals?
- [ ] I'm quite a brave person and I've learnt a lot about wildlife from documentaries. So, I think I can.
- [ ] Well, I'm interested in wildlife and taking photos of wild animals. I'm sure I can feed them easily.
- [ ] Sure. I have a big aquarium with different kinds of fish.
- [ ] Working hours are long here. Can you start work early and finish late?
- [ ] You know, you have to clean and feed the wild animals. Can you really do that?

17 Match the follow-up questions in the box with the sentences. Then, write your own answers.

a. Wow! Can you drive for long hours?
b. That's awesome! How many goals can you score in a game?
c. Really! How can you survive?
d. Oh, How nice! Can you cook traditional food?
e. Great! How long does it take to solve it?
f. Cool! Which ones can you do?

1. **A:** I'm interested in martial arts.
   B: _____.
   A: _____.

2. **A:** I can spend a long time in a jungle by myself.
   B: _____.
   A: _____.

3. **A:** I can solve the Rubik's Cube easily.
   B: _____.
   A: _____.

4. **A:** I'm really good at football.
   B: _____.
   A: _____.

5. **A:** I want to join a food contest.
   B: _____.
   A: _____.

6. **A:** I like driving fast on the motorway.
   B: _____.
   A: _____.

COMPETENCES

- Students will be able to identify the subject of a text with the help of familiar words.
- Students will be able to identify time expressions of daily routines.
- Students will be able to talk about their daily activities and the frequencies of those activities.

18 Listen to the information about Milosz Jasko and find out what the audio is about. Tapescript 4.2

a. Milosz's early life
b. Milosz's routines
c. Milosz's future dreams

19 Listen again and complete the sentences below.

1. He _____ gives concerts all around the world.
2. Summers are _____ busier than winters for him.
3. He _____ travels back to Poland to visit his family.
4. _____ he feels more relaxed.
5. He _____ gives online concerts via his social media account.

20 Use the daily activities below to complete the interview with a sportsperson.

- get up at 6.00
- have a shower
- have breakfast
- work out for two hours
- drive to the club
- have lunch at the club
- train with the team six days a week
- get back home around 7.00

A: What time _____ in the morning?
B: _____.
A: What _____ before breakfast?
B: I always _____.
A: How long _____?
B: _____.
A: What _____ after working out?
B: _____.
A: Where _____ lunch?
B: _____.
A: How often _____ with the team?
B: _____.
A: What time _____ home?
B: _____.

COMPETENCES

- Students will be able to talk about their daily activities and the frequencies of those activities.
- Students will be able to write about their friend's daily life and the frequencies of their activities.

21 Complete the daily life of Mark according to the table.

	MON	TUE	WED	THU	FRI	SAT	SUN
archery	✓	✓	✓	✓	✓		
train with a coach	✓		✓		✓		
join archery competitions						✓	✓
cycling							✓
watch a programme on cycling				✓		✓	

Mark is interested in archery. He joins the Archery Club _____ after school. He trains with a coach at a local gym _____ after school. He because he tries to be a professional in this sport. _____, he joins archery competitions with the other club members. This helps him make friends and get new contacts. Mark is also keen on cycling. _____, he goes cycling with his parents. He likes watching cycling tournaments as well. There is a TV program on cycling _____ and he never misses it.

22 Work in pairs. Ask and answer questions about your daily lives and fill in the chart as in Part 21.

	MON	TUE	WED	THU	FRI	SAT	SUN

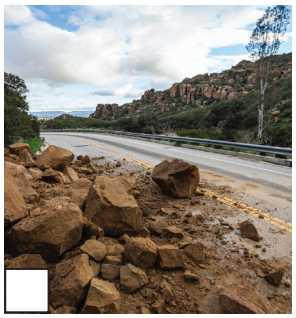
23 Write a paragraph about the daily life of your partner. Use the activities in the chart that you've prepared.

COMPETENCES

- Students will be able to identify specific information in a simple written material such as short newspaper articles on effects of natural events.

24 Read the causes and effects of natural disasters below. Match them with the correct pictures.

In this country, there are a lot of drylands. When it rains a lot, a large amount of water flows everywhere and damages the lands and houses.



There are deserts in this continent because it doesn't rain enough. There is a shortage of water and people can't grow crops on the drylands.

This city is surrounded by mountains. Because of erosion and heavy rains, the soil and rocks slide from the mountains and cliffs. It gives harm to fields and houses here.

We can see that type of disaster in this region quite often. Low rainfall, lightning and human activities may cause it. It destroys a large amount of area in a short time and kills animals and plants.

25 Read the article below and answer the questions.

IS IT TOO LATE?

Natural disasters are becoming more and more common in the world because of global warming. We experience more floods, wildfires, landslides, drought and famine. Every year natural disasters kill about 90,000 people and affect 160 million people around the world. When we harm the environment, we face wildfires, floods and landslides followed by drought. As a result, we lose plenty of fertile lands and we can't grow enough crops. The lack of food and clean water causes famine and immigration. Millions of people have to leave their homes to find a better place to live in. These disasters also destroy the habitats of many animals. Unfortunately, some animals even become extinct during wildfires. All the countries should be aware of the causes of these disasters and must work cooperatively to stop harming the world. Tomorrow might be too late to save the planet.

1. Why do we face more natural disasters now? _____
2. What types of disasters happen when we destroy nature? _____
3. Why do millions of people immigrate every year? _____
4. How do natural disasters affect animals? _____
5. What can we do to save our planet? _____

COMPETENCES

- Students will be able to talk about their daily activities and the frequencies of those activities.
- Students will be able to write a short paragraph about love for nature.

26 Read the dialog and choose the correct questions to complete it. One is extra.

1. Can you tell me about a typical training day in summer?
2. What do you usually do in the evenings?
3. How often do you usually train?
4. When do you meet your friends?
5. Do you go to bed early like other footballers?

Brook Hey, Brenda! You're a perfect footballer.
Brenda Thank you, Brook.
Brook Is it difficult to be a footballer?
Brenda It depends. Sometimes it's difficult to train hard, but I like playing with my team.
Brook _____
Brenda Well, we train every day in summer and four days a week in winter.
Brook _____
Brenda We get up early in the morning. After breakfast, we start training. We usually have lunch with our teammates and coach. In the afternoon, we train for three more hours. We are free after that.
Brook _____
Brenda: We often have a coffee at a nearby café and chat.
Brook _____
Brenda Haha! I never sleep before watching an episode of my favorite TV show.

27 Think about love for nature. Give your opinion about it. Fill in the chart.

- Why should we love nature?
- What do you love most about nature?
- What are the benefits of nature?
- How can we connect to nature?

28 Write a paragraph about love for nature. Use your ideas from Part 26.

COMPETENCES

- Students will be able to scan a text for specific information.

1 Work in pairs. Read the dialog and fill in the chart with the expressions about Ellen Marker's physical appearance and character traits.

Dave Hi, buddy. What are you doing?

Steve I'm reading social media posts. Here's a very interesting one from Ellen Marker.

Dave Ellen Marker? Who is that?

Steve Come on! I can't believe you don't know her.

Dave Believe me.

Steve Well... She plays for the National Basketball Team. People call her the queen of basketball. She inspires millions with her game skills and character. During the game, she's always calm and self-confident. She takes responsibility during critical moments. She always supports her teammates. She's very ambitious but knows her limits. She respects all the rivals.

Dave Wow! It seems that she is a super heroine for you.

Steve Hey, are you kidding? I'm serious. She's almost a super heroine for millions. And believe me, this is not all about her. She has a charity organization. They help children of poor families. And... She is also a fashion model.

Dave Fashion model?

Steve Yes. Last year's award winner for the best model. She deserves it with her athletic body, long blonde hair and blue eyes. She is tall, as well.

Dave Okay. I'm convinced. I'll follow her posts, too.

Steve Please do. Her posts and messages are inspiring.

Physical Appearance	Character Traits

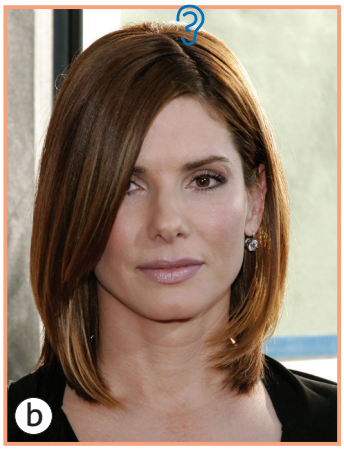
COMPETENCES

- Students will be able to write a text describing their inspirational character.
- Students will be able to identify the descriptions of people's appearances in a recorded text.
- Students will be able to scan a text for specific information.

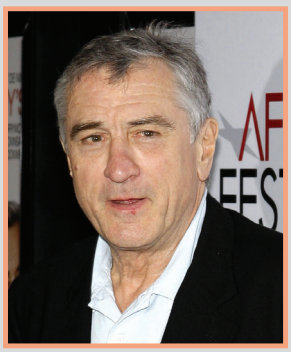
2 Make notes about the physical appearance and character traits of one of your inspirational people below. Then, tell about him/her to your friends.

Physical Appearance	Character Traits

3 Megan and Jennifer are at home. Nigel is with them. Listen and tick who they are talking about. Tapescript 5.1



4 Read the text and find out why Lynn wants Robert De Niro to join the opening ceremony of their university.



Great to hear that we will have an opening ceremony at the university soon! They are planning to invite Robert De Niro or Leonardo DiCaprio for the ceremony. It is hard to guess which of them will accept the invitation. In my opinion, I would prefer Robert De Niro to visit our university because he is more inspirational. He is a more experienced person as he is older. I think we can learn more from him, and he is a great actor! Most of my friends agree with me. Do you agree or have anything to say about this?

COMPETENCES

- Students will be able to write a text comparing characteristics of people by giving their opinions.
- Students will be able to compare characteristics of different well known people by expressing their opinions.
- Students will be able to guess the meanings of unknown words from the contexts.

5 Imagine that you want to see Leonardo DiCaprio at the ceremony. Write a reply message to Lynn comparing both of the actors. In your text, express your opinions using the comparative form of the adjectives given. You may use your own expressions as well.

inspirational	young
sensitive about education	creative

6 Discuss which of the above opinions would your friends agree on. Why? You may use the given expressions.

I totally disagree with you./No way.

I couldn't agree more.

I agree with you.

I'm not so sure.

I agree to an extent.

7 Relate the following actions to the personal adjectives given in the box. Two of the adjectives are extra.

flexible	careful	polite	lazy	cheerful	reckless
helpful	clever	strict	generous	brave	selfish

1. Betty learns things quickly at school. _____
2. Karen has good manners. She is never rude. _____
3. One can easily understand that Karen is usually happy. _____
4. Betty always expects people to follow her rules. _____
5. Betty always avoids making mistakes. _____
6. Karen doesn't want to work. She is not hardworking. _____
7. Betty cares only about her own needs. _____
8. It is easy to change Karen's mind. _____
9. Karen likes sharing what she has. _____
10. Betty is ready to do dangerous or difficult things. _____

COMPETENCES

- Students will be able to write a text comparing characteristics of people by giving their opinions.
- Students will be able to scan a text for specific information.

8 Write five sentences comparing Fiona and Tiffany. Use the expressions in the box as clues and the adjectives which are related to them in Part 7.

Fiona	Tiffany
• It is always easy to change her mind. • always has good manners towards others. • may sometimes have difficulty learning and understanding at school. • sometimes avoids making mistakes. • always looks happy and makes jokes. • usually cares only about her own needs.	• It may sometimes be difficult to change her mind. • may sometimes have bad manners towards others. • always learns and understands quickly at school. • always avoids making mistakes. • sometimes looks happy, rarely makes jokes. • always cares only about her own needs.

E.g. Fiona is more flexible than Tiffany.

1. _____
2. _____
3. _____
4. _____
5. _____

9 Oliver and Simon are talking on the phone. Read the dialog and write the names of the people in the picture.

Oliver Hi, Simon. It's Oliver. How are you?
Simon Great! Thanks. What are you doing?
Oliver Well, nothing to cheer me up. You?
Simon Fine. I'm with the family. We're having a good time.
Oliver Good to know that. How are Cindy, Steve and the kids? What are they doing?
Simon Mom is teaching Kate the names of animals in Spanish. Dad is showing his pictures to Scott on the computer and Gizmo is sleeping on the sofa, as usual.
Oliver That sounds nice. Oh, listen, I need to go. Mom is calling me for dinner.
Simon No worries. Talk to you soon.
Oliver Talk to you soon.

COMPETENCES

- Students will be able to describe current actions in pictures.

10 Work in groups. Choose a person from the picture and describe him/her and tell what s/he is doing. Ask other groups to spot him/her.

E.g. This person has short hair. She is in a red dress. She is wearing glasses and passing by a big door. Who is this?

Answer: That's number 5.

COMPETENCES

- Students will be able to scan a text for specific information.

11 Harry and Tom are talking about a holiday plan. Read the dialog and list the suitable expressions of asking for opinion, expressing agreement and disagreement.

Harry I want to plan a surprise holiday for my wife's birthday. Could you help me with that?
Tom Absolutely! Where do you want to go?
Harry To Madrid. What do you think about it? You've already been there.
Tom Yes, three times. I really like the city. You will definitely have a great time there.
Harry What about the hotels? Do you have anything to say about the hotels in Madrid?
Tom I think it can be a bit expensive to stay at a hotel. So, I wouldn't recommend that.
Harry What should I do, then?
Tom Well, you can rent a flat and pay less. It can also be more comfortable.
Harry I agree with you. I will search for a place on the Internet. It's cheaper, isn't it?
Tom That's true.
Harry That's great. I want to ask you one more thing. They say eating out is very expensive in Spain. What do you think?
Tom That's not true. You can eat at local restaurants and spend very little money. Also, you can enjoy delicious local food.
Harry That's for sure. It's the same everywhere. That's exactly how I feel about Spanish food. I'm just worried if my wife doesn't like it.
Tom I don't think so. She will love the food and the city very much.
Harry You've been so helpful Tom. I owe you one.
Tom That's my pleasure, Harry. I wish you a great holiday.

Expressing agreement	Expressing disagreement	Asking for opinion

12 Read the dialog again and answer the questions.

1. What does Tom think about Madrid and the hotels there?

   _____.

2. Why does Tom suggest Harry to rent a flat in Madrid?

   _____.

3. Does Harry agree with Tom? Where will he search for a flat in Madrid?

   _____.

4. Where Harry and his wife can eat in Spain? Why?

   _____.

COMPETENCES

- Students will be able to identify the descriptions of the people's appearances in a recorded text.
- Students will be able to compare characteristics of different well-known people by expressing their opinions.

13 Look at the picture and talk about the people's appearances as in the example.

E.g. The woman with glasses is short and thin. She has got short, straight hair.

14 Listen to the text and write the names of the people in the picture. One is extra. Tapescript 5.2

15 Choose the correct option to make a meaningful dialog.

I. Also, she is such a sincere girl. In one of her interviews she wholeheartedly said, "I have no arms, but I have two wings. One is my mother and the other is my passion for life." By the way, who is your favorite sportsperson?
II. Nur Tatar is my number one. She is a real talent in taekwondo.
III. I'm afraid, I disagree with you. Servet Tazegül is more talented than Nur Tatar. He got the gold medal in 2012 in London Olympics.
IV. I totally agree with you. She is only 17 and she is the world paralympic swimming champion.
V. I think Sümeyye Boyacı is the most determined sportswoman I've ever known. I really admire her.

a) III/II/I/IV/V
b) I/IV/V/II/III
c) V/IV/I/II/III
d) III/IV/I/II/V

16 Now, prepare a similiar dialog about well-known people and compare their characteristics by expressing your opinions. Then act it out in the classroom.

COMPETENCES

- Students will be able to scan a text for specific information.
- Students will be able to guess the meaning of unknown words from the contexts.

17 Read the dialog and fill in the blanks with the given sentences below.

1. Actually, it is really about the differences between individuals.
2. What can personality tests tell about a person?
3. What exactly does psychometrics mean?

Presenter Good evening everyone. You are listening to Radio Wow. Our inspiring guest tonight is Dr Harry Crimson, an expert on personality. Welcome to our programme Mr Crimson.

Dr Crimson Thank you. Good evening everyone.

Presenter Our listeners are extremely interested in personality tests, so can I ask a few questions about these tests before we start talking about your current research?

Dr Crimson Yes, certainly.

Presenter _____

Dr Crimson Well, psychometrics is the measurement of intelligence and personal qualities. It measures basically knowledge, abilities, attitudes, and personal traits. _____

Presenter I see. Are these tests useful? That's what most of our listeners want to know.

Dr Crimson Good question! They are useful if they have reliability and validity. Let me explain what I mean. When you use a **1) reliable** test, you get the same results each time. If the test is **2) valid**, it measures what it is supposed to measure and not something else.

Presenter OK. _____

Dr Crimson They tell about your personality type. You can, for example, find out how organised, reliable and sociable you are. Most people find questions quite interesting and they seem to enjoy answering them. There are questions like "Can you stay calm under pressure?", "Are you a good team player?" and so on...

18 Tick the topics covered in the dialog.

- ☐ 1. definition of psychometrics
- ☐ 2. things that psychometric tests measure
- ☐ 3. the first psychometric tests
- ☐ 4. problems with personality tests
- ☐ 5. usefulness of personality tests
- ☐ 6. the future of personality tests

19 Read the dialog again and choose the meaning of the words in bold.

1. a. something or someone that can be trusted or believed
   b. something or someone that can be misunderstood
2. a. based on inaccuracy
   b. based on truth, accuracy

COMPETENCES

- Students will be able to scan a text for specific information.

20 Read the text and tick the correct statements.

I am Bob Johnson, a 15-year-old boy. There are two important people in my life. One is my literature teacher, Mrs Green and the other is my uncle, David, who is a musician.

Mrs Green is a great speech giver. She is very effective at giving talks because she has a special quality which I call charisma. I think people often misunderstand what charisma is and think of it as a kind of fame, but it is not the same as fame. I believe that it's a kind of magic and is relatively rare. I think charismatic people are basically brilliant communicators. Moreover, they have other qualities such as sensitivity, self-confidence, eloquence and vision just like my beautiful teacher. I always feel happy in my teacher's company.

Uncle David is completely different from my beloved teacher. He avoids being in large crowds and he doesn't like talking much. He is often quiet and cautious. He also has good powers of concentration. He looks into himself a lot and tries to find meaning in himself. I think this is his key while composing those wonderful pieces. "My piano speaks when I can't," he says. I always feel relaxed and comfortable when I hear him playing his piano softly.

To sum up my ideas, these two totally different inspirational characters give shape to my life. Their influence on me has been enormous and I'm sure it will be forever.

- ☐ 1. Bob is influenced by two people who are really important to him.
- ☐ 2. He thinks charismatic people are all famous.
- ☐ 3. Charisma is a kind of magic and most people have it.
- ☐ 4. Bob enjoys being with his teacher.
- ☐ 5. David is more talkative than Mrs Green.
- ☐ 6. Bob likes listening to his uncle playing the piano.

21 Read the text again and answer the questions.

1. What is Mrs Green like?

_____.

2. How does Bob define charismatic people?

_____.

3. What is David's secret in composing his music?

_____.

COMPETENCES

- Students will be able to write a text comparing characteristics of people by giving their opinions.
- Students will be able to describe current actions in pictures.

22 Write a short text comparing characteristics of your inspirational people by expressing your opinions.

23 Look at the people rehearsing on the stage. Use the words given below to talk about what they are doing at the moment.

sit	help	talk on the phone	clap hands	hold suitcase	lie on the floor	cry	read the script

E.g. The woman with red jumper is holding a suitcase.

COMPETENCES

- Students will be able to scan a text for specific information.
- Students will be able to guess the meaning of unknown words from the contexts.

24 Read the text and write true (T) or false (F).

Celine Almase is a world-wide known poet. She expresses her emotions deeply and creates great imagery in her works. She captures me almost in all her poems. She is my inspirational character.

Celine is in her early thirties. She is tall and thin with long wavy brown hair. She has got big green eyes. She sometimes wears glasses. She is French Canadian that's why she speaks English with a strong French accent. She comes from a large family. She has three older brothers and two sisters.

She always gets up very early in the mornings and does sports even at weekends. She is an energetic and **disciplined** woman. She is also **confident** and assertive because most of the time she is able to get her points across. She is always willing to try new things or consider new ideas. She is **open-minded**. And finally, she is a highly **emotional** woman. She cares a lot about other people's feelings.

"I can be rather **moody** at times, which is my worst quality," she says. I hope I can meet her one day and have a chance to talk about poetry.

__ 1. Celine Almase's poetry is universal.
__ 2. Her style is expressive and rich in imagery.
__ 3. Celine can be thirty-eight years old.
__ 4. It is possible to see her without glasses.
__ 5. She does sports every day except weekends.
__ 6. She is very sure of herself.
__ 7. She isn't fond of hearing new ideas.
__ 8. She thinks she is never moody.

25 Read the text again and answer the questions.

1. What does Celine Almese look like? _____.
2. What is Celine Almese like? _____.

26 Read the sentences and fill in the blanks using the bold words in the text.

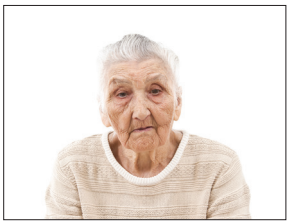
1. Our boss is a(n) _____ man. He is always certain about his abilities.
2. Linda is a(n) _____ woman. She can be happy one minute and angry the next.
3. The most successful people in life are _____ ones because they are always well-organized.
4. _____ people consider new ideas and opinions that are new or different to their own.
5. I have a highly _____ sister. She feels things more deeply and for longer than an average person.

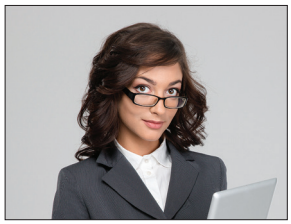
COMPETENCES

- Students will be able to write a text describing their inspirational character.
- Students will be able to identify the descriptions of the people's appearances in a recorded text.
- Students will be able to compare characteristics of different well-known people by expressing their opinions.

27 Write a short text describing your inspirational character.

28 Listen and write the names of the people. Tapescript 5.3





_____ _____ _____ _____

29 Listen again and fill in the blanks with one word.

1. If you have a _____ partner in tennis, game becomes easier.
2. She has got _____ on her face and she enjoys them.
3. Taking photos makes him more _____.
4. Stories develop children's imagination and _____.

30 Look at the dialog and fill in the blanks with the given words.

agree	feel	inspire	miss

Lisa: I think Pablo Picasso's paintings are the best. His compositions are always wonderful. A viewer's eye travels through his work in a very pleasing way and does not _____ any elements. I always _____ his amusing and wise personality in his paintings.

Adam I'm afraid, I don't _____ with you. Salvador Dali's paintings are much better than Picasso's. All of his works _____ me to have an open mind and to change the world. Picasso's art reflects his emotional and moody character.

31 Now, prepare a similiar dialog comparing characteristics of your favorite writers, poets, artists, etc... Then act it out in the classroom.

COMPETENCES

- Students will be able to get the main points of the informative texts related to intercultural differences.

1 Read the text about intercultural differences and number the related pictures according to the paragraphs.

DIFFERENT CUSTOMS AROUND THE WORLD

Living in a different culture is both exciting and challenging. From table manners to gift giving and greetings, there are significant differences. Something acceptable at home may be unacceptable or annoying in another culture. For a better communication, knowing about different cultural practices and respecting them are important. Here are some unique customs from various countries for you.

1 **Be careful about certain flowers in Russia.** Yellow flowers are the symbols of cheating or a break-up in a relationship. Also, skip red carnations. They are usually for grave decoration.

2 **Do not expect a thank you card for some gifts in China.** Clocks, straw sandals, handkerchiefs and flowers are all reminders of death and funerals in China.

3 **Skip the salt in Egypt.** It is insulting to add salt on your food when you are a guest to a meal in Egypt, so do not use saltshaker in order not to be rude to your host.

4 **Greeks do not throw away baby teeth.** Greek kids throw their extracted baby teeth onto their house's roof. They believe that this action will bring good luck and a new healthy tooth.

5 **Never eat without a fork and knife in Norway.** In Norway, people eat even sandwiches using forks and knives because table manners are extremely important for Norwegians.

_____ _____ _____ _____ _____

2 Read the text again and answer the following questions.

1. In which countries should you be careful about your manners while eating something?

   _____

2. Why is it important to learn different cultures?

   _____

3. Which is the most interesting cultural practice for you?

   _____

4. Which custom is similar to a custom in your country?

   _____

COMPETENCES

- Students will be able to get the main points of the informative texts related to intercultural differences.
- Students will be able to identify the most frequently used expressions to order food in a restaurant.

3 Choose the main idea of the text.

a. Every culture has its own customs. If you learn and respect them, you can have an exciting experience.

b. It's unnecessary to learn about different cultures since they can be unacceptable or annoying.

4 Read the following expressions and discuss. Are they a customer's or waiter's expressions? Write C for customer, W for waiter.

____ 1. Would you like something to drink?
____ 2. Lemonade, please.
____ 3. What would you recommend?
____ 4. Are you ready to order?
____ 5. May I have a chicken sandwich, please?
____ 6. Would you like anything else?
____ 7. I'd love to try ravioli with pesto.
____ 8. What about you, ma'am?
____ 9. Well, a vegetarian pizza, a hamburger, two cans of coke. Is that all?
____ 10. I'll have a cheeseburger, please.

5 Listen to the dialog and put the jumbled sentences into the correct order to make a meaningful dialog. Tapescript 6.1

- ☐ Oh, yes. Green salad, please.
- ☐ Here you are. Thank you very much.
- ☐ Yes, please.
- ☐ Can I have a glass of orange juice, please?
- ☐ OK. For mains?
- ☐ That's all. But I'd like to have the bill, please. In advance.
- ☐ No, thank you.
- ☐ Would you like to order food?
- ☐ You're welcome ma'am. Have a nice day.
- ☐ Yes, I would like to start with the soup. Chicken soup.
- ☐ 1 Hello, can I have a table for two?
- ☐ Would you like some olives in your salad?
- ☐ What would you like to have?
- ☐ Steak with chips, please.
- ☐ For dessert, I'd like red velvet cake, please.
- ☐ Can we have the menu, please?
- ☐ Certainly! That's $75.
- ☐ Would you like to have salad?
- ☐ Here you are.
- ☐ Would you like anything else?
- ☐ And for dessert?

COMPETENCES

- Students will be able to take part in a dialogue about ordering food at a restaurant/cafe.
- Students will able to scan short texts describing some famous cities in the world for specific information.

6 Work in pairs. Imagine that you are at a restaurant. Create a dialog using the instructions on the role cards below. Refer to Part 5 and to the following menu. Then, act it out.

Menu

Starters

Garlic bread	€ 2.10
Green salad	€ 2.90
Grilled mushrooms	€ 3.10
Vegetable soup	€ 3.50

Main Courses

Spaghetti	€ 6.00
Meatloaf	€ 7.20
Grilled chicken	€ 7.50
Lasagna	€ 8.50

Side Dishes

Corn cob	€ 1.90
Baked beans	€ 2.10
Peas	€ 2.50
Chips	€ 2.90

Desserts

Apple pie	€ 3.00
Blackberry pie	€ 3.10
Pumpkin pie	€ 3.30
Chocolate cake	€ 3.50
Ice cream	€ 3.70
Fruit salad	€ 4.00

Student A
You are the customer
Greet
Ask for a table
Ask for the menu and order food
Ask for the bill
Express your pleasure

Student B
You are the waiter/waitress
Greet
Respond and show the table available
Take the order and serve your customer
Bring the bill
Express your pleasure

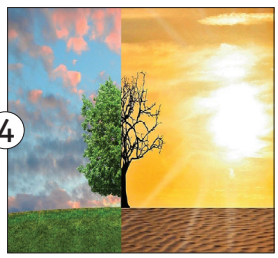
7 Match the pictures with the expressions. Then, discuss which of the following factors do people consider in choosing a holiday destination? If you want, you can add more.

a. Cuisine	b. Landmarks/Tourist attractions	c. Making friends
d. Climate	e. Location	f. Adventure

1

2

3

4 

5

6

COMPETENCES

- Students will able to scan short texts describing some famous cities in the world for specific information.
- Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons.

8 Take a quick look at the travelers' blog and fill in the chart.

HOME | ABOUT ME | TRAVEL BLOG | STUFF I LOVE | REVIEWS | PRESS | FAQ | CONTACT | WORK WITH ME

LOWDOWN

Search the blog... SEARCH

Are you a first-time traveler? Do you want to take a trip but don't know where to start? Then, you have more reasons to read this blog. Every week, I introduce you to two amazing destinations. This weeks' destinations are Buenos Aires and Barcelona. Here are some useful tips for you to organize an enjoyable, unforgettable trip. First, try to be specific about the destination. Try to find the most appropriate time for your visit. Also, be aware of the customs and traditions of the city. Keep in mind!

Buenos Aires, the capital city of Argentina. People think that it is the Paris of South America. Buenos Aires has a different climate from that of Turkey. It is relatively mild through the year. The city gets hot and humid in summer. While the coldest seasons are June and July, the warmest seasons are January and February. Therefore, the best time to visit this city is between March and April.

Places you shouldn't miss in Buenos Aires; Wander along the boulevards, ideal for witnessing historic and cultural events. Stay in Palermo. There are lots of places for sightseeing such as Palermo Soho and Palermo Hollywood, where all the film companies have their studios. Take time to visit La Boca. It is a small town. It is famous for talented footballers. It is also known as the town of tango. Head to Villa Crespo to buy high quality leather goods as souvenirs for your friends, family, etc. In Buenos Aires, people see them as the best gifts. Try Asado! It is one of the most delicious foods in this city.

Barcelona, Spain; This Mediterranean city of Spain is one of the richest centers in details, architecture, and traces of history. There are some 'must see' places such as The Font Mágica Fountain and Barrio Gotico. As the hottest month is August and the coldest one is January, the best time to visit the city is from May to June because the actual summertime is sticky with humidity. October, the wettest month, is the best time for rain romantics to visit the city.

When in Barcelona, remember to:

- Admire the great views of the city from the magical Montjuic.
- Visit the Park Guell by Gaudi, a Unesco World Heritage Site.
- Fill up your stomach on Tapas and Pintxos.
- Purchase espardenyes, traditional shoes, as souvenirs.

COMPETENCES

- Students will able to scan short texts describing some famous cities in the world for specific information.
- Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons.

	Buenos Aires	Barcelona
the hottest month		
the coldest month		
the best time to visit		
the best thing to buy		
the best thing to eat		

9 Read the text and match the two halves of the sentences.

1. You should go to La Boca
2. In Palermo,
3. Visiting Barcelona in summer is not a good idea
4. You should climb up the Montjuic
5. You should visit the Park Guell by Gaudi

☐ a. there are lots of movie and TV studios.
☐ b. because it is the hottest season.
☐ c. to admire great views of Barcelona.
☐ d. if you are interested in tango or football.
☐ e. if you want to see a world heritage item.

10 Imagine that you will visit a city. Write a series of sentences about it and give reasons. You can use the words/phrases in the box as cues.

E.g. I'm thinking of going to Tokyo to visit Akihabara Electric Town because it is the largest electronic appliances and devices town in the world.

hospitable people	great	fascinating landscapes	coastal	cosmopolitan
delicious dishes	ancient	world-famous attractions	industrial	safe

COMPETENCES

- Students will be able to detect specific information in public announcements at the airport/train station etc.
- Students will be able to use the most frequently used expressions to buy a flight/bus/train ticket.

11 Below are some expressions of buying tickets. List them in the chart.

a. How much is the ticket?
b. Near the front?
c. Where are you traveling to?
d. I would rather travel in the morning.
e. May I book a ticket for March 2nd?
f. What city are you traveling to?
g. Do you accept credit card?
h. What time is the next flight to London?
i. Would you like a window or an aisle seat?
j. How would you like to pay?

Asking for tickets	Seats	Payment Details	Destination

12 Listen to the dialog about traveling and circle the correct choice. Tapescript 6.2

1. Where are the people?
a. at the airport b. at the bus station c. at the train station

2. What are the destination?
a. Barcelona b. New York c. Lisbon

3. What is the date on the ticket?
a. on January 5th b. on February 15th c. on February 5th

4. How much is the ticket?
a. $75 b. $57 c. $95

5. What is the form of payment?
a. in cash b. by credit card c. by cheque

13 Work in pairs. Discuss where you can hear the following announcements. List them in the chart. More than one option is possible.

1. Do not stand close to the rails.
2. There is a delay due to the weather conditions outside.
3. Your train is ready for boarding at Platform 4.
4. Go to the waiting lounge.
5. The new platform number is 12.
6. Proceed to Platform 4.
7. The new gate number is 8C.
8. The new boarding time is 15.15.

at the airport	at the bus station	at the train station

COMPETENCES

- Students will be able to identify the most frequently used expressions to order food in a restaurant.
- Students will be able to take part in a dialogue about ordering food at a restaurant/cafe.

14 Listen to the dialog between the waiter and Linda. Tick the food names you hear on the menu. Tapescript 6.3

GUSTO MENU

STARTERS	MAIN DISHES	SIDE DISHES	DESSERTS	DRINKS
☐ Garlic Bread	☐ Roast Chicken	☐ Garden Vegetables	☐ Chocolate Cake	☐ Mineral Water
☐ Soup	☐ Fried Fish	☐ Green Salad	☐ Apple Pie	☐ Soft Drinks
☐ Mushroom Soup	☐ Lamb Chops	☐ Tuna Fish Salad	☐ Berry Cheesecake	☐ Ice Latte
	☐ Meatballs	☐ French Fries	☐ Ice Cream	☐ Coffee
	☐ Lasagne			

15 Listen to the dialog again and number the questions as you hear.

☐ Anything to drink?
☐ Would you like some dessert?
☐ Are you ready to order?
☐ Can I have the menu, please?
☐ Would you like to order anything?
☐ What would you like to have as a main dish?

16 Read the statements and write true (T) or false (F).

__ 1. Linda starts her meal with soup.
__ 2. She wants to eat meatballs with French fries.
__ 3. She doesn't want to drink anything with the main dish.
__ 4. She orders dessert after the main dish.
__ 5. She wants to have coffee with dessert.

17 Complete the dialog using the phrases in Part 15.

Waiter _____ sir/madam?
Customer Well, yes. I'd like fried fish with green salad.
Waiter Sure! _____?
Customer Mineral water, please.
Waiter _____?
Customer Yes, I want apple pie.
Waiter Is that all?
Customer Oh, yes. Thanks.

18 Work in pairs. Prepare a similar dialog by changing the food names from the menu. Then act it out in the classroom.

COMPETENCES

- Students will be able to get the main points of the informative texts related to intercultural differences.

19 Read the text and choose the correct option.

TASTING CULTURES

Hi, I'm Nisha from India. I'm an exchange student at the University of Iceland. It's a great experience for me to study in a different country. Iceland is very interesting, especially its cuisine. The Icelanders always make a very healthy start early in the morning. Due to the harsh weather conditions of the island, people prefer nutritious food. Their breakfast is rich with dairy products. Skyr is very popular here. It's like yoghurt made from milk. They usually have it with berries. Seafood and lamb are the most favorite dishes for lunch and dinner. My favorite one is the traditional Kjotsupa. It is a delicious lamb soup. They cook lamb with potatoes, carrots, rice, and herbs. As the country is surrounded by the ocean, one can find every kind of fish easily. I don't recommend the Hakarl, though. It's made from shark and it doesn't taste really good. Dinner is the most important meal of the day. The whole family gets together and enjoys it. Before eating the last piece of food, they always ask everyone who is sitting around the table whether they want it or not, which is really polite. Salads are rare here because the country has so many days without sun, and it's really hard to grow green vegetables. There are two things in Iceland that people never say no. They are ice cream and coffee. They love ice cream and eat it at any time of the year, and they drink coffee like there is no tomorrow.

I, as an Indian, sometimes miss my country's spicy food because spice means everything to us. We don't only use them just for the taste and aroma but also for their health benefits. We use various kinds of spices in every dish. Chicken tikka masala is a very good example of this. It's a delicious grilled chicken, and we serve it with a tomato-yoghurt sauce spiced with chili, garlic, and ginger. What I always miss here is our bread Chapati and Roti. Bread is an important part of our daily lives. We eat them for breakfast, lunch, and dinner. They also help us to pick the food such as curry and rice with our fingers while eating. Most of the Indians prefer to eat with fingers, and we use our right hand for eating because using the left hand is considered very rude in my country. We also wash our hands before and after the meal.

1. The text is about ___.
   a. the University life in Iceland
   b. the traditions of India
   c. different food cultures in Iceland and India
   d. hard weather conditions in Iceland
2. The Icelandic cuisine is based on a healthy diet. Icelanders prefer nutritious food in their meals because ___.
   a. their physical appearance is very important for them
   b. they like to eat traditional dishes especially on special events
   c. the country is an island and it has hard weather conditions
   d. the people on the island cannot grow any vegetables
3. ___ and ___ are two must items that play an important role in Indian cuisine.
   a. Fish/lamb
   b. Milk/yoghurt
   c. Ice cream/coffee
   d. Spice/bread

20 Read the statements and write true (T) or false (F).

___ 1.The people in Iceland prefer dairy products at breakfast.

___ 2.Icelandic cuisine is rich with various kinds of seafood because the country is in the middle of the ocean.

___ 3.It's easy to grow green vegetables in Iceland because most of the days are sunny throughout the year.

___ 4.In this text, there is no information about the table manners of two countries.

COMPETENCES

- Students will be able to scan short texts describing some famous cities in the world for specific information.

21 Read the text about Prague and Cape Town and fill in the table with the correct information.

A TALE OF TWO CITIES

PRAGUE: THE GOLDEN CITY

Prague is the capital of the Czech Republic in central Europe. It's called the golden city of hundred spires because of its beautiful cathedrals and towers. Its rich history, magnificent architecture and breathtaking nature make it a popular tourist destination. The city has warm summers and cold winters. The best times to visit the city are the spring and early fall. Prague is just like a 3D architecture book. You can see many styles of culture from Gothic to Cubist in the city. The most famous historic building is the Prague Castle. It's the symbol of the city. The Powder Gate, the Prague Astronomical Clock Tower, and numerous lovely bridges on the Vlatava River are worth seeing. You can also take nice pictures of the city from Petrin Lookout Tower. The most interesting building in the city is the Dancing House. Prague is a musical city. It can satisfy both classical music listeners and fans of rock, pop, and every other genre. In summers, the parks and the squares of the city come alive with the music festivals. While walking in the streets of the old town, you can also taste their famous sweet snack, the chimney cake, locally known as Trdelnik. Don't forget to buy a handmade puppet because puppetry isn't a child game here. You can find plenty of wonderful puppet characters in the city.

CAPE TOWN: THE MOTHER CITY

Cape Town is the oldest and the second-largest city in South Africa. It attracts thousands of people with its natural beauty, nice weather, and friendly people. The mild weather of the city all year round makes it a perfect destination, especially for the beach lovers. The best time for a beach holiday is from December to February. Cape Town is home to Africa's most beautiful beaches. The city is the meeting point of two oceans; the Atlantic and the Indian Ocean. The Clifton Beach with its white sand and crystal clear water offers a lot to the visitors. You can also go to Boulders Beach and have a lifetime experience with the friendly penguins. Table Mountain is the most famous landmark in Cape Town. The top of it has a flat shape, and it's considered to be one of the Seven Natural Wonders of the World. You can reach the top by cable car. Kirstenbosch National Botanical garden is one of the world's greatest botanical kingdoms. It holds an incredible range of plant species. In summer, local people enjoy concerts from rock to classical at the garden's amphitheatre. This city is the right place to buy leather. The local leather backpack can be a great choice, and Zulu ceremonial spoons can be a perfect souvenir to bring home.

PRAGUE	
Location:	
Weather:	
Best time to visit:	
Attractions:	
Shopping:	

CAPE TOWN	
Location:	
Weather:	
Best time to visit:	
Attractions:	
Shopping:	

COMPETENCES

- Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons.
- Students will be able to talk about some basic cultural differences of places they have visited.

22 Look at the paragraph and complete the missing parts with the words given below.

delicious	warm	ancient	stunning

My dream city is Verona in northern Italy. I would like to visit this beautiful city one day because I love _____ cities and I really like to take the pictures of the historic buildings like palaces and churches. Verona is rich in culture so I can have a chance to take _____ photos, especially a selfie at the famous balcony of Romeo and Juliet. The other reason that I'd like to visit this city is to taste its _____ food because Italian cuisine has plenty of mouth-watering dishes and I want to try most of them. They say that the people are _____ and friendly in Verona and they mix easily with visitors, so I really want to meet the local people and have a great experience in this lovely city.

23 Now it's your turn to imagine a trip to your dream city. Write a paragraph to describe why it is worth visiting.

24 Look at the speech bubbles and fill in the blanks with the given words.

arrive	shake	prefer	eat

Akashi

In Tokyo, we greet each other by bowing. In Switzerland, people _____ hands and kiss their family members or close friends three times on the cheek.

We use chopsticks in Seul but in Mumbai, people _____ food with their hands and they don't use their left hand because it's considered very rude.

Nabi

Sarah

Punctuality is very important in Britain. We always _____ on time for our meetings but in Greece, it is very normal to be half an hour late.

From morning till night we usually have tea in Erzurum but in Helsinki people _____ to drink coffee.

Kerem

25 Talk about the city you've visited answering the questions below.

- Which city is it?
- What are the main cultural differences between this city and yours?

COMPETENCES

- Students will be able to detect specific information in public announcements at the airport/train station, etc.
- Students will be able to use the most frequently used expressions to buy a flight/bus/train ticket.

26 Look at the dialog and complete the missing parts with the given words in the box.

boarding gate	baggage	check-in desk	boarding pass	security control

Joanna Mom! This is my first flight experience. I'm very excited. Here we are at the airport. What do we do now?

Kimberly First, we go to the _____. We show the passenger attendant our tickets and passports. They take our _____ and give us a _____.

Joanna And then?

Kimberly We go through the _____ before entering the departure lounge.

Joanna And we find our _____ and get on the plane.

Kimberly Great! Let's go!

27 Listen to three tracks about travelling. Choose the correct options to complete the sentences. Tapescript 6.4

Part 1:	1.	Martha and Gilbert are at the ___.	a. security control	b. check-in desk
	2.	They have ___.	a. two pieces of baggage	b. only hand baggage
Part 2:	1.	The destination of the flight is to ___.	a. Zurich	b. Kiev
	2.	The flight number is ___.	a. TK 3285	b. TK 3582
Part 3:	1.	The speakers are ___.	a. on the plane	b. at the boarding gate

28 Listen to the tracks again. Write true (T) or false (F).

___ 1.Martha and Gilbert have a flight in the morning.
___ 2.Martha wants to have a seat on the aisle.
___ 3.The passengers are boarding at gate 14.
___ 4.Martha wants to have a cup of coffee.

29 Put the sentences in the correct order to make a meaningful dialog.

☐ OK, let me see. One-way or round trip?
☐ July 19th.
☐ It sounds OK. Thank you.
☐ Good morning. I'd like to buy a ticket to Madrid, please.
☐ Sure. Which date would you like to travel?
☐ One moment, please…Well, from London to Madrid, round trip, economy class is £450. You're leaving on July 19th and returning on July 26th.
☐ Round, please. I'm returning on July 26th. How much is it?
☐ Good morning. How can I help you?

30 Work in pairs. Prepare a similar dialog by changing the underlined words. Then act it out in the classroom.

COMPETENCES

- Students will be able to take part in conversations that can occur while travelling.
- Students will be able to write a short message to leave at the reception desk for their parents.

31 Complete the missing parts of the dialog with the given phrases. Then act it out in the classroom.

Do you have any other hand baggage	Here is your boarding pass
Do you have any baggage	Can I have your passport and ticket
Have a nice flight	Would you like a window or an aisle seat

Check-in officer Good morning sir! _____, please?

Passenger Yes, of course. Here you are.

Check-in officer Thank you. _____?

Passenger Yes, I have just one.

Check-in officer _____?

Passenger Yes, I have this small bag.

Check-in officer _____?

Passenger I want to sit on the aisle.

Check-in officer _____. Gate number 25. You need to be at the gate forty minutes before the departure. _____.

Passenger Thank you.

32 Read the short messages and guess where Nick, Diego and Sandra are at the moment.

Mom & Dad,
My scuba diving course starts early in the morning in Kaş. Enjoy your breakfast. I'll be back late in the afternoon.
Nick

Dad,
I'm attending a rock concert in Hyde Park at 2 p.m. I'll join you at dinner.
Diego

Mom,
I'm going out to take some more photos of the Colosseum before we leave the city. I'll be back in two hours.
Sandra

33 Imagine you are staying at a hotel in a foreign city with your parents, but you have to go out. Leave a short message for them.

COMPETENCES

- Students will be able to organize information on world heritage in a recorded text/video.
- Students will be able to ask and answer simple questions in an interview about past times and past events.

1 Listen to the dialog and decide whether the following statements are TRUE or FALSE. Tapescript 7.1

___ 1. The Empire State Building is one of the wonders of the world with its architecture, height, design and panoramic view.
___ 2. Modern buildings always take place in the World Heritage List.
___ 3. Statue of Liberty is a masterpiece of the human spirit.
___ 4. Historic areas of İstanbul, Hattusha and Troy are on the list because of their historical importance.
___ 5. Göreme National Park is in Bolu.

2 Listen to the dialog again and write the numbers of the structures and sites in the correct category in the box.

Structures

1. The Empire State Building
2. Statue of Liberty
3. Historic areas of İstanbul, Hattusha, Troy

Categories

☐ Seven Wonders of the World
☐ World Heritage Sites
☐ Wonders of the US

3 Read the dialog and answer the questions.

Grace Andy! You look pensive. What's wrong?
Andy I'm sorry. I just remember some moments here.
William What moments?
Andy I was here with my wife Brooke and my son Daniel. It was a warm April day. I still remember everything. Brooke was next to me to admire the view from here. Daniel was a little baby. He was only 10 months old. But now we are apart from each other, and I miss them very much.
Grace Were you here for holiday or academic purposes?
Andy It wasn't for academic purposes. It was a package tour. Everyone was very happy and fortunately, there were no problems during the tour. I mean, we were with a baby, but everything was perfect. We were lucky.
Grace I see. Be patient, Andy. You will come together again.
Andy You are right. Let's forget about it and seize the moment. Why don't we go on talking about the Seven Wonders of the World?
William OK, then.

1. Why was Andy sensitive?

_____.

2. Were Grace and William caring?

_____.

COMPETENCES

- Students will be able to ask and answer simple questions in an interview about past times and past events.

4 Work in pairs. Fill in the gaps using appropriate past forms of "be".

1. Andy is in the US with Grace and William, now. Long ago, he _____ there with his family.
2. Daniel, Andy's son, is 12 years old now. When they were in the US, he _____ only 10 months old.
3. Andy is in New York for academic purposes. But his previous visit _____ (not) for academic purposes. It _____ a package tour.
4. This morning, we _____ at Susan's cafe for breakfast. The portions _____ large but they _____ (not) delicious.
5. Sam How _____ your trip to Rome last week?
   Carol Oh, it _____ amazing.
6. Lisa? I can't remember her face. _____ we in the same class at primary school?
7. There _____ any fresh tomatoes at the marketplace last week. I think it _____ because of the heavy rain and frost.

5 Ask and answer questions as in the example using the past simple forms of "be".

Student A Were you a happy child?
Student B Yes, I was (a happy child)./No, I wasn't (a happy child).

1. What was your favorite game in your childhood?
   _____.
2. Who was your best friend when you were at primary school?
   _____.
3. How was your last birthday?
   _____.
4. Where were you last summer?
   _____.
5. How many students were there in your class last year?
   _____.
6. Was it Friday yesterday?
   _____.
7. Were you afraid of spiders when you were a child?
   _____.
8. Was your room tidy yesterday?
   _____.
9. Were you busy last weekend?
   _____.
10. When was your last English exam?
    _____.

COMPETENCES

- Students will be able to ask and answer the questions about a text related to the world heritage.

6 Read the text and answer the questions.

Seven Wonders of the Monumental Engineering of the 20th Century

The American Society of Civil Engineers came up with the list of the seven wonders of monumental engineering and constructions of the 20th century. The list is as follows:

Golden Gate Bridge: It connected San Francisco and Marine County in 1937. It was the longest suspension bridge in the world until 1964. It took about four years to complete this beautiful bridge with a length of 2.73 kilometers. 80.000 miles worth of steel wire held the bridge and the engineers designed special cables, 36.5 inches in diameter, to link the two towers.

Empire State Building: This masterpiece is still the tallest building in New York. It is 381 m high. It was also the tallest building of the world until the construction of the World Trade Center. The engineers completed it in 1931.

CN Tower: In 1976, the tower became the world's tallest freestanding building with 553.3 m height. It held this record for 34 years until the completion of Burj Khalifa.

Channel Tunnel: This tunnel linked Folkestone (England) with Coquelles (France). The construction of 50.45 kilometer rail tunnel began in 1988 and finished in 1994.

Panama Canal: It took 34 years to create this 50-mile-long canal across the Isthmus of Panama. About 80.000 people died during its construction, most from disease. It was the most expensive and deadliest project in American history at that time.

1. Who determined the list of seven wonders of monumental engineering?

   _____.

2. What is special about the Empire State Building?

   _____.

3. How long did the CN Tower hold its record for being the tallest freestanding building?

   _____.

4. Which cities did Channel Tunnel link?

   _____.

5. How many people died during the construction of the Panama Canal? Why?

   _____.

6. How long did it take to complete the Golden Gate Bridge?

   _____.

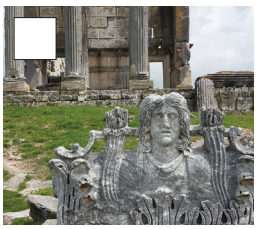
COMPETENCES

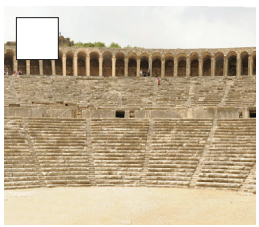
- Students will be able to write a series of sentences about historical places they visited in the past.

7 Study the text in Part 6 and find the past simple forms of the verbs below.

begin	_____	hold	_____
take	_____	finish	_____
become	_____	link	_____
complete	_____	die	_____
design	_____	connect	_____

8 Look at the historical places below and tick the ones you have visited or even have heard of. Then, tell your friends about them.


Aizanoi (Kütahya)

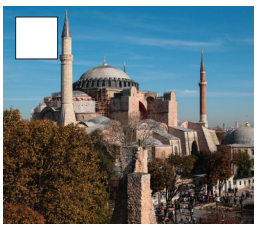

Aspendos Roman Theatre (Antalya)

Cappadocia (Nevşehir)

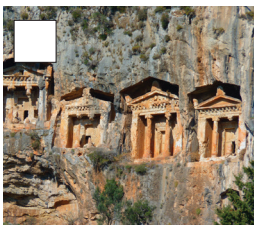
Bodrum Castle (Muğla)

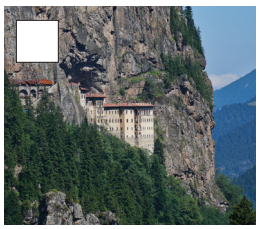
Ephesus (İzmir)

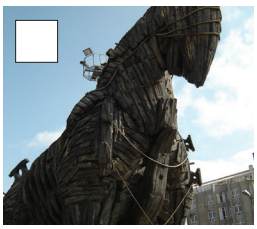
Göbeklitepe (Şanlıurfa)


Hagia Sophia (İstanbul)

Topkapı Palace (İstanbul)


Dalyan-Caunos (Muğla)


Sumela Monastery (Trabzon)


Troy (Çanakkale)

Didyma (Aydın)

9 Choose one of the historical places you have visited before and write a paragraph about it, including the name of the place, time of the visit and significant details about the place.

COMPETENCES

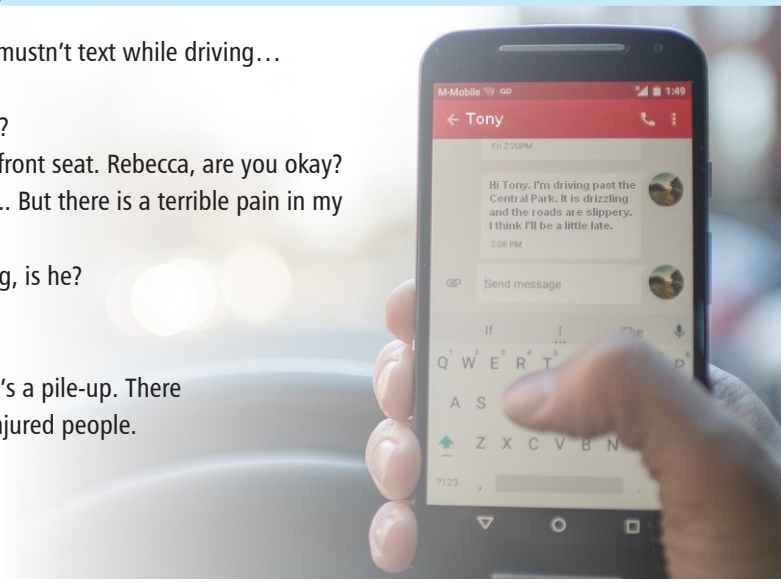
- Students will be able to ask and answer simple questions in an interview about past times and past events.

10 Match the reasons for traffic accidents to the pictures.

1. icy roads	2. excessive speed	3. tired drivers	4. texting while driving	5. distraction	6. talking on the phone

11 Mr. and Mrs. Wilkinson are in a taxi with their daughter Rebecca. The driver is texting while driving. Read the dialog and answer the questions.

Mr. Wilkinson Hey! What are you doing? You mustn't text while driving…
Driver Oh my God!
Mr. Wilkinson What was that? Is everyone OK?
Mrs. Wilkinson I bumped my head against the front seat. Rebecca, are you okay?
Rebecca Don't worry, mom. I'm OK. But... But there is a terrible pain in my right shoulder.
Mrs. Wilkinson Is the driver OK? He isn't moving, is he?
Mr. Wilkinson Let's call an ambulance...
Mrs. Wilkinson Ok, I'm calling.
Mr. Wilkinson Hurry up, honey. Tell him that it's a pile-up. There are other vehicles and maybe injured people.



1. Why did the accident happen? _____.
2. What are the health problems? _____.

COMPETENCES

- Students will be able to respond to simple questions/statements in a recorded interview.
- Students will be able to ask and answer simple questions in an interview about past times and past events.

12 A reporter is at the hospital for an interview with casualties. Which of the following questions do you think she asked in the interview? Discuss.

1. How did you react?
2. Were the roads slippery?
3. Where were you when the accident happened?
4. Why do you think the accident happened?
5. How did you feel when you heard the crash sound?
6. Did you notice anything strange?
7. Can you tell me what happened?
8. What was the average speed?
9. How many people were with you?
10. When did the ambulance arrive?

13 Listen and check your answers. Tick the questions you hear. Tapescript 7.2

14 Below are some of the answers to the questions in the interview. Listen again and circle the ones you hear.

a. I was at the traffic lights.	b. I was at the car park.
a. I was calm.	b. I was shocked.
a. We were three.	b. I was alone.
a. It took a long time.	b. Just a couple of minutes later.
a. Terrible.	b. Not bad.

15 Imagine that you are a reporter at the hospital for an interview with casualties. Think about the questions that you would like to ask and write them down. Then, ask these questions as in the listening and your friend/s should answer as The Wilkinsons. Refer to the dialog for answers.

COMPETENCES

- Students will be able to organize information on world heritage in a recorded text/video.
- Students will be able to ask and answer simple questions in an interview about past times and past events.

16 Listen to Zoe and Tim talking about world heritage. Choose the correct option to fill in the chart. Tapescript 7.3

Banks of the Seine	54	Italy	Phoenix Islands Protected Area	Holy Trinity Column

The largest world heritage site	
The smallest site	
The country with the most sites	
The most visited site	
Number of sites in danger	

a. A very long wall built to defend the country. It is the longest structure ever built.
b. The pyramid fields from Giza to Dahshur. The Great Pyramid was the tallest man-made structure in the world for 3,800 years.
c. The building was also used as a hospital. The architect of it was Hurrem Shah.
d. A statue of a woman that symbolizes freedom. It was a present from France given to America in 1886.

☐ 1. The Great Mosque of Divriği

☐ 2. Statue of Liberty

☐ 3. Memphis and its Necropolis

☐ 4. The Great Wall of China

17 Work in pairs. Ask and answer questions about the places in Part 16.

E.g. **A:** Who was the architect of the Great Mosque of Divriği?
B: Hurrem Shah was the architect of the Great Mosque of Divriği.

COMPETENCES

- Students will be able to ask and answer the questions about a text related to world heritage.

18 Read the text and match the headings to the paragraphs.

KYOTO TIMES

1. ☐ Two years ago, my friend Lilly and I visited Kyoto, Japan. The first place we visited was Nijo Castle, a World Heritage site of UNESCO. It was an old wooden samurai castle with a beautiful garden. It was a picture-postcard place with all colours of breathtaking flowers everywhere. The main entrance to the castle was Higashi Otemon Gate. As we entered the gate, we were back in the old times of Japan.

2. ☐ When we went to Kyoto, it was the cherry blossom season, the most enjoyable time of the year. As it was May, the weather was warm, and there were pink cherry trees everywhere. We walked around the beautiful garden and watched the blossoms. At night, we joined the Cherry Blossom Festival and watched the colourful 3D light shows over the trees. It was just like a dream.

3. ☐ The day after the festival, we heard that there was a traditional wedding ceremony in the teahouse of the castle. We saw the bride and the groom in their traditional Japanese wedding dresses. They looked amazing. It was a very special moment in their life.
On our journey back to England, we felt so delightful to have such great memories.

Jamie Wilson

A. Changing colours

B. A moment to remember

19 Read the text again and answer the questions.

1. How did the narrator describe Nijo Castle?
_____.
2. What did the narrator and her friend Lilly do at the festival?
_____.
3. What was there at the teahouse?
_____.
4. How did they feel after they visited Nijo Castle?
_____.

C. Time of the samurai

20 Complete the dialog between Lilly and her mom with the questions below. One is extra.

Did you see the cherry trees?	What was the weather like?	How long did you stay in Kyoto?	Which city did you go?

Lilly's Mom: So! Tell me everything about Japan. _____.
Lilly: We went to Kyoto, mom. It was fantastic.
Lilly's Mom: _____.
Lilly: Yes! We saw the lovely cherry trees. They took my breath away.
Lilly's Mom: Great! _____.
Lilly: We stayed in Kyoto for a week. Then, we went to Tokyo.

COMPETENCES

- Students will be able to ask and answer simple questions in an interview about past times and past events.
- Students will be able to ask and answer the questions about a text related to world heritage.

21 Read Susan's email and match the questions with their answers.

- Where did you go?
- How did you go?
- Who did you go with?
- What did you do there?
- Why was that place important in history?
- Did you like it? Why/Why not?

New Message

To:

Subject:

Dear Daisy,
I am finally home... I came from Yellowstone National Park two days ago. I went there for my thesis research, but I had a weekend runaway at the same time. It was lovely. When I arrived there, I was amazed by the natural beauty of the park. I learned from the locals that the name came from the Yellowstone River within the park. It was also the only park that was located in three cities Wyoming, Montana, and Idaho.
The park had impressive geysers and hot springs. On the first day, I went to observe the eruption of The Old Faithful Geyser, the most famous geyser in the world. It erupted every 90 minutes, so I waited and took pictures of two eruptions. Hot water and steam rose to the sky and created a rainbow. The scenes were fantastic.
On my second day in Yellowstone National Park, I went to see bison in their natural environment. They were so lovely! The park guide told me that the park was also home to grizzly bears, wolves, elk, and many other species of mammals, birds, and fish. At the end of the weekend, I understood why the park was declared a World Heritage site of UNESCO. I hope we may visit the park together sometime. Anyway, that's all from me for now.
Take care,
Susan

SEND

____ 1.	Where was she two days ago?	a.	Bison.
____ 2.	What is the important fact about The Old Faithful Geyser?	b.	No, it was home to many species of animals.
____ 3.	Which animals did she go and see?	c.	Yes, it is a hole in the ground from where hot water and stream erupts.
____ 4.	Was the park a habitat for mammals only?	d.	Yellowstone National Park.
____ 5.	Is a geyser a geographical formation?	e.	It's the most famous geyser in the world.

22 Read the email again and answer the questions.

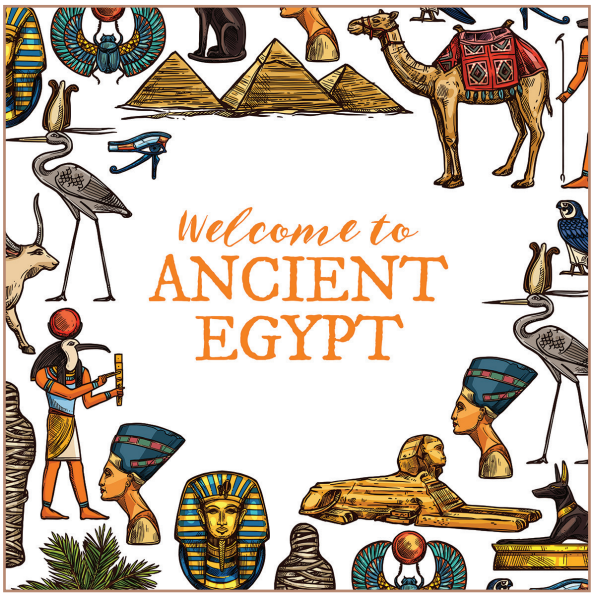
1. What gave the park its name?
   _____.
2. Was the park located in one city?
   _____.
3. What was the importance of the park for animal life?
   _____.

COMPETENCES

- Students will be able to give a short simple presentation about an ancient civilization they have searched before.

23 Look at the short presentation on Ancient Egypt and fill in the blanks with the given words.

located	lasted	invented



Ancient Egypt

Ancient Egypt is one of the oldest civilizations in the world. It _____ for over 3000 years from 3150 BC to 30 BC. It was _____ along the Nile in Northeast Africa. Egyptian people _____ writing.

24 Choose one of the ancient civilizations below and prepare a short presentation answering these questions.

Aztec Civilization

Mesopotamian Civilization

Roman Civilization

- What's the name of the ancient civilization?
- Where was it located?
- How long did the civilization last?
- How did this civilization influence the world?

COMPETENCES

- Students will be able to reorder the events in a short story.

25 Read the story to put the events in the correct order.

___ 1. Traders from different countries came to Ephesus Harbour.

___ 2. The archaeologists rebuilt The Library of Celsus.

___ 3. The mud of the river filled the harbour.

___ 4. The Library of Celsus was built.

___ 5. The emperor Arcadius built the street with the streetlights.

THE ANCIENT PORT CITY

This is the story of Ephesus, one of the largest and richest cities of the Roman Empire. It had beautiful temples, baths, theatres, and libraries. It was a port city, like İzmir today. Traders from all around the Mediterranean came to this harbour.

The most important building of Ephesus, The Library of Celsus, is one of the most famous Roman buildings today. It has four statues. The statues represent Wisdom, Goodness, Thought, and Knowledge. The library was built in the 2nd century.

There was a beautiful street connecting the harbour to the theatre. The street had shops on both sides. It had lights at night. In the Roman Empire, only Rome, Antioch, and Ephesus had streetlights. This street was built by the emperor Arcadius in the 5th century.

After the 6th century, the mud that the Küçük Menderes river carried, filled the harbour slowly. The city became smaller and smaller. In the end, people left the city and started living in the nearby town called Selçuk. Today the sea is eight kilometres away from the ancient harbour of Ephesus.

In the 19th century, Turkish and Austrian archaeologists started to restore the buildings in the ruins of Ephesus. For example, the Library of Celsus was not like what we see today. They rebuilt it in 1978. Ephesus is one of the most important and complete Roman cities that came through our day.

26 Read the story again and write true (T) or false (F).

____ 1. Ephesus was near the sea in the past.

____ 2. The Celsus Library had three statues.

____ 3. The street was dark at night.

____ 4. People left Ephesus and moved to Selçuk.

____ 5. German archaeologists restored the buildings.

COMPETENCES

- Students will be able to respond to simple questions/statements in a recorded interview.
- Students will be able to write a series of sentences about the historical places they visited in the past.

27 Listen to the interview between a professor and a reporter about a World Heritage Site in Turkey. Which site are they talking about?

a. Ephesus

b. Nemrut

c. Troy

28 Listen to the interview again and choose the correct answer. Tapescript 7.4

1. **When was the city attacked in the Trojan War?**
   a. In the 20th century
   b. In the 12th century
2. **Where is Troy?**
   a. In the north-western part of Turkey
   b. In the southern part of Turkey
3. **What is the name of Homer's famous epic poem?**
   a. Minyas
   b. Illiad
4. **Who was Frank Calvert?**
   a. A British archaeologist
   b. A German archaeologist
5. **When did Frank Calvert discover Troy?**
   a. In 1965
   b. In 1865

29 David was in Turkey last year. He visited the Archaeological Site of Troy. Read the paragraph from David's diary and fill in the blanks with the given words.

lived	went	saw	took

I (1) _____ to the ancient city of Troy last summer. It was in Çanakkale. I (2) _____ the old ruins of the city and the wooden horse. I visited the Troy Museum and (3) _____ some pictures. Troy is one of the oldest cities in human history. People (4) _____ there for 4000 years. It was amazing.

30 Now write a paragraph about a historical place you visited in the past.

I went to _____ It was _____

THEME 8
EMERGENCY AND HEALTH PROBLEMS

COMPETENCES

- Students will be able to identify the most frequently used expressions about health problems.

1 Write the illnesses below the pictures.

cough	diarrhea	sore throat	earache
food poisoning	fever	backache	measles

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

2 Read the statements and relate them to the illnesses in Part 1.

1	I often have an urgent need to use the bathroom.	_____
2	I sweat and keep vomiting.	_____
3	There is an awful pain in my ear, and I can't hear anything.	_____
4	It really hurts when I swallow something.	_____
5	I have a fever and a widespread skin rash.	_____
6	I feel cold, and a few minutes later, feel hot again.	_____
7	It hurts a lot and I can't stand, sit or walk for a long time.	_____
8	I force out air suddenly and noisily, especially when I have a cold.	_____

COMPETENCES

- Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently.
- Students will be able to ask for and give advice about health problems.

3 Read the paragraph and answer the questions.

Humankind is fighting with the Covid-19 pandemic today. It is an infectious disease which spreads rapidly among people all around the world. Therefore, most of the world's population is on lockdown in an attempt to stop the spread of the disease. Because staying at home and keeping the social distance are the best ways to prevent its spread and protect ourselves from the virus. If you need to go out, you should put on a medical mask and wash your hands very often. Its common symptoms are shortness of breath, fever, cough, loss of smell and taste. If you feel any of these symptoms, you should dial the related emergency number and stay isolated.

1	What kind of a disease is Covid-19?
2	Why is most of the world's population on lockdown?
3	What are the best ways to prevent its spread?
4	What should you do if you go out?
5	What are its symptoms?
6	What should you do if you feel these symptoms?

4 Discuss how we can take care of our health in general. Share your opinions about it.

THEME 8
EMERGENCY AND HEALTH PROBLEMS

COMPETENCES

- Students will be able to ask for and give advice about health problems.
- Students will be able to express obligations, responsibilities and prohibitions in social life.

5 Give advice for the problems given below using "should/shouldn't".

E.g.

Student A: I feel dizzy.
Student B: You should rest for a while.

1. Student A	My eye sight is getting worse.
Student B	
2. Student A	I have a terrible headache. I can't study.
Student B	
3. Student A	She can't eat anything. She has a stomach ache.
Student B	
4. Student A	He is gaining weight these days.
Student B	
5. Student A	They have an exam tomorrow. But they prefer chatting with their friends.
Student B	

6 Match the notices with the expressions.

a

b

c

d

- ☐ 1. You don't have to pay to enter.
- ☐ 2. You mustn't speak loudly in the library.
- ☐ 3. You must be careful. The floor is slippery.
- ☐ 4. You have to pay here.
- ☐ 5. You mustn't use your mobile phone at school.
- ☐ 6. You have to stop.
- ☐ 7. You have to wait here.
- ☐ 8. You mustn't turn right.
- ☐ 9. You have to sign here.
- ☐ 10. You mustn't drop litter.

e

f

j

i

h

g

COMPETENCES

- Students will be able to express obligations, responsibilities and prohibitions in social life.
- Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently.

7 Fill in the blanks with "must/mustn't/have to/has to/don't have to/doesn't have to".

1. You _____ whisper, nobody can hear us.
2. My mother is strict. She often says "You _____ tidy your room".
3. Most people _____ go to work during the pandemic. They can work from home. This is called teleworking.
4. Military service is not optional in Turkey. Men _____ go to the army.
5. All passengers _____ wear seat belts during the take-off and landing.
6. You _____ have your ticket with you. You can show the barcode on your mobile phoneand enter.
7. I think you _____ change your studying habits. Your methods are old fashioned.
8. You _____ drive fast here. There is a school nearby.
9. You _____ pay the bills on time. You cannot pay at any time.
10. I love Sunday mornings. I _____ get up early. I'm off.

8 Complete the dialogs with the expressions you hear. Tapescript 8.1

1
Susan I wonder why she is so popular. Do you know why?
Daisy Because she is a very talented actress. She _____ the Oscar.
Susan Hmm, I see.

2
Jimmy You look very tired.
Tim I _____ painting the fences. You know we have a big garden.
Jimmy Oh, that's true. You should rest.

3
Edith _____ you _____ to Venice?
Tom Yes, once. It is an amazing city.
Edith I _____ there. I'd love to some day.

4
Paul You look gorgeous!
Barbara Thanks a lot, Paul. I _____ this dress for the ceremony.
Paul It really looks nice on you.

THEME 8
EMERGENCY AND HEALTH PROBLEMS

COMPETENCES

- Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently.

9 Use the expressions in the box to create meaningful dialogs.

a. I haven't had anything for lunch yet.
b. I guess she's lost it.
c. I've already organized it.
d. She's gained some weight.
e. I've had all my exams.
f. Logan has had an accident.
g. I've cleaned it.
h. I haven't been there for a couple of years.
i. He's gone to London.
j. I've already seen the film.

1	**Emma**	Will you join us tonight? We'll go to the cinema.
	Steve	What's on?
	Emma	"Terminator".
	Steve	Oh, I should stay home. _____ .
2	**Lucy**	Oh, your room looks nice!
	Jason	Thanks._____ .
	Lucy	Well done! Your mom will be happy.
3	**Nick**	I didn't see Jimmy at the party last night. Why didn't he come?
	Alison	_____ . He'll be there all the week.
	Nick	Oh, I see.
4	**Kevin**	Let's go to the restaurant and have something for lunch.
	John	Great idea! _____ .
	Kevin	I'm glad you'll join me.
5	**Carol**	I'm going to NY next month.
	Sarah	Oh, really? I'd like to come with you.
		_____ .
	Carol	Then, you should.
6	**Kate**	Julia looks fatter, doesn't she?
	Mark	Absolutely! _____ .
	Kate	Unfortunately.
7	**Daniel**	Look! Why are Hazel and Richard standing by the car?
	Sophia	Hazel can't find the car key. _____ .
	Daniel	Oh, sorry about that.
8	**Adele**	Have you heard the bad news?
	James	Not yet. What happened?
	Adele	_____ . He's at the hospital now.
9	**Parker**	Are you planning a vacation for this summer?
	Alice	_____ . I'm going to Spain.
	Parker	Good choice!
10	**Eva**	Do you have any plans for the weekend?
	Adam	_____ . I can join you for fun.
	Eva	Nice! Let's call the others and make a plan for it.

COMPETENCES

- Students will be able to express obligations, responsibilities and prohibitions in social life.

10 Look at the safety instruction cards given and choose the right instructions.

1

a. Wear protective gloves
b. Wear protective clothes

2

a. Switch on your mobile devices
b. Switch off your mobile devices

3

a. Keep your seat belts fastened
b. Keep your seat belts unfastened

4

a. Ear protection is required
b. You may listen to music inside

5

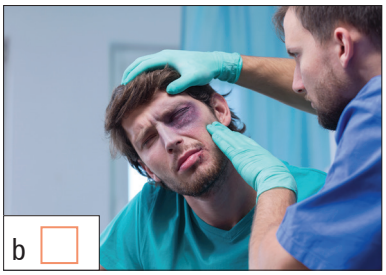
a. Use fire exit
b. Use fire extinguisher

COMPETENCES

- Students will be able to identify the most frequently used expressions about health problems.

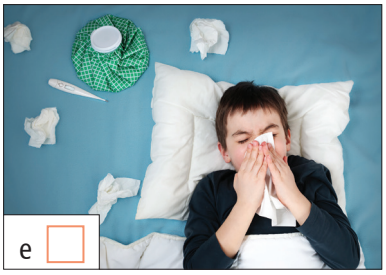
11 Listen to the people talking about their health problems and put the pictures in the correct order. Tapescript 8.2

a ☐


b ☐

c ☐

d ☐


e ☐

f ☐

12 Listen to the dialogs and fill in the blanks. Tapescript 8.3

1

Doctor Hello, what's the problem?
Patient I don't _____.
Doctor What are your symptoms?
Patient I have an _____.
Doctor OK. Do you have diarrhoea too?
Patient No, not at all.
Doctor I see. Have you eaten anything different?
Patient I had a green salad at a café yesterday. My _____ started after that.
Doctor Maybe the vegetables weren't fresh or well-washed. I won't _____ you any medicine. Drink plenty of water and don't eat anything greasy.
Patient OK. Thanks.

2

Doctor Come in, please. How can I help you?
Patient I have got a terrible _____ and I _____ a lot all day long.
Doctor Do you feel hot too?
Patient Oh, a little bit.
Doctor All right. I'll take your temperature. Hmm, it's 36.5. You don't really _____ Have you taken anything for headache?
Patient Yes. I only took painkillers. Do you think it's serious?
Doctor No, I don't think so. You should _____ that I'll prescribe for cough and rest at home for a while.

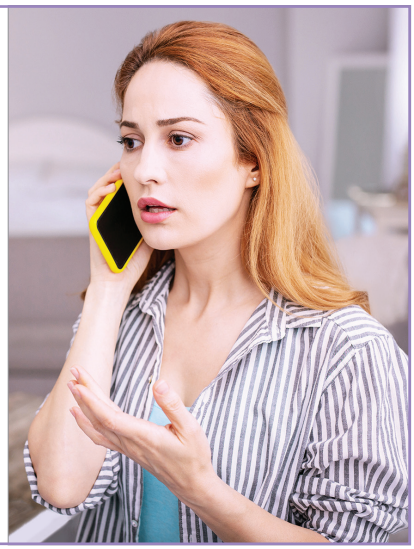
COMPETENCES

- Students will be able to ask help from the emergency services in areas of immediate need.

13 Choose the correct option to complete the dialog.

a. Did he bang his head?
b. How long will it take the ambulance to arrive here?
c. What's your emergency?
d. What's your address?
e. How far did he fall?

911 Dispatcher	Hello. _____.
Woman	My son fell off the ladder.
911 Dispatcher	I see. _____.
Woman	I think it's about 2 meters.
911 Dispatcher	_____.
Woman	Yes, he did. His nose is bleeding, but he is conscious.
911 Dispatcher	_____.
	I'll send an ambulance.
Woman	44 Oak Street.
911 Dispatcher	Please don't move him until the ambulance arrives.
Woman	_____.
911 Dispatcher	Less than five minutes. Make sure he is conscious.



14 Work in pairs. Use the Operator Card and the Emergency Card to ask and answer questions.

DISPATCHER CARD

_____
Problem: What's your emergency?
Name of caller:_____
Address of caller:_____
Telephone number:_____
Age of the patient:_____

EMERGENCY CARD

Problem: My two-year-old son has drunk a bottle of syrup. He has vomited a little and he's unconscious now.
Name: Susan Miller
Address: 38 Pine Street
Telephone: 587 357 694
Date of Birth: 24/03/2018

15 Work in pairs. Prepare a dialog for an emergency situation. Then, act it out in the classroom.

E.g. **Dispatcher** 911. What's the emergency?
Caller ...

COMPETENCES

- Students will be able to ask for and give advice about health problems.

16 Match the speech bubbles to give advice for the health problems.

1. I have an upset stomach.
2. It was a tiring day and I feel dizzy now.
3. I have a terrible toothache.
4. I think my grandfather is having a heart attack.
5. I've cut my hand and it's bleeding heavily.

____ a. You should see a dentist and stop eating candies.

____ b. You should apply direct pressure on the cut.

____ c. You should call the emergency service as soon as possible.

____ d. You should drink lemon and mint tea.

____ e. You should have a rest.

17 Complete the dialogs using the sentences below.

a. You shouldn't move it.
b. Should I see a doctor?
c. We should put some ice on it.
d. What do you think I should do?
e. I think you should see a doctor.

1
A: I've got a problem with my back. _____
B: It's a good idea to be on bed rest.
A: _____
B: Maybe later.

2
A: I cut my finger yesterday. Now, it's red and swollen.
B: Is it too painful?
A: Yes, especially when I try to hold something.
B: _____ It's probably infected.
A: Yes, you're right.

3
A: Oh, no! I think I've sprained my ankle.
B: Let me help you. _____
A: Oh, it hurts a lot. What else should I do?
B: _____ Then, we had better wrap it with a bandage. You'll feel better soon.

COMPETENCES

- Students will be able to ask for and give advice about health problems.
- Students will be able to prepare posters/leaflets/brochures about safety and health at work.

18 Work in pairs. Ask for and give advice for the health problems in pictures.

1

A: What's the matter?
B: I've got a _____
_____.
What do you suggest?
A: You should _____
_____
_____.

2

A: What's the problem?
B: I have a terrible headache._____
_____?
A: I think you _____
_____
_____.

3

A: _____
_____?
B: I have a sore throat.
What _____?
A: It's a good idea to ____
_____
_____.

4

A: Are you OK?
B: No. I think I _____
_____.
A: _____
_____
_____
_____.

19 Complete the poster with the correct words below.

clean
twisting
back
tips
hand trucks
regular
lighting

WORK SAFETY

Do you want to feel safe at work?

Here are some ..... to make a safe environment at work:

Keep the floor ..... .

Localise the ..... for specific tasks to prevent headache and focus on work.

Use tools like step ladders, ... and cards to lift or carry an object.

Take ..... breaks.

Avoid stooping or ..... .

Protect your ..... .

20 Prepare a poster about safety and health in classroom/at home. Follow the steps:

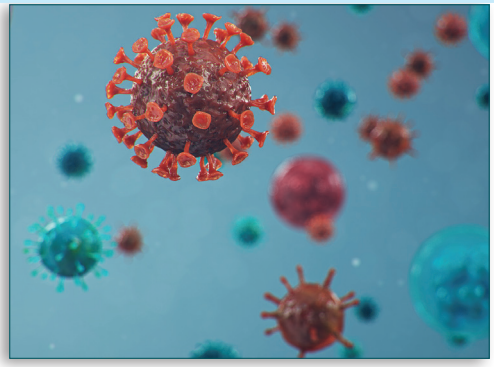
- begin with an interesting question.
- write simple instructions.
- choose attractive pictures or graphics.

COMPETENCES

- Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently.

21 Read the text and write a suitable title for it.

_____



Coronavirus has just caused a new disease called COVID-19. With the outbreak of the disease in China, life in most countries has been locked down. Unfortunately, nobody knows when the disease will disappear. Luckily, the patients have informed the people via social media, so we can learn what to do and what not to do during this pandemic. Here is one of them:
Sarah is a 24-year-old activist. She has just caught the disease. She is still at the hospital, but she's getting better day by day. She writes on her blog that she has had a high fever, a heavy cough and loss of appetite for a week. Sarah thinks that the virus has seriously affected her system. Even worse, she has had dizziness and she has lost her sense of taste. However, she has started to take the smell of everything and it has been disgusting for her. After receiving the positive test result, she was scared. But now she believes that everything will be better because all the health workers are doing their best to treat the disease. Like all doctors, she warns us that we should wash our hands, stay home and practise social distance because we may have the virus but not show the symptoms.

22 Read the text again and choose the main idea of it.

a. The condition of some patients may get worse 5-10 days after the symptoms start.
b. If we are aware of the symptoms of COVID-19 and protect ourselves, we can avoid it.
c. We mustn't travel abroad or join social gatherings because the disease is quite contagious.

23 Read the experiences of two people and find out the message they give. Then, share your ideas in class.

I've just had a terrible experience at home. I was with my little daughter. She was playing in her room, at least I was thinking so, and I was in the kitchen. Suddenly, I heard a noise like a splash of water. I ran to the bathroom and saw her lying in the bathtub. I took her out, but she was unconscious. I ran out of the house to ask for help. Luckily, our doctor neighbor was at home and she gave the first aid until the ambulance arrived. This saved my baby's life.

I've had an accident recently. Last week, while I was riding my bike, a car hit me. I fell off my bike and felt a terrible pain. Everybody around tried to help me, but they didn't know what to do. At last, somebody thought of calling the emergency and an ambulance arrived to take me to the hospital. I was lucky that nobody touched me until I got professional help.

COMPETENCES

- Students will be able to express obligations, responsibilities and prohibitions in social life.

24 Work in pairs. Look at the pictures and talk about the rules of social life.

1

2

E.g. We must help people in need.

3

4

25 Read the situations and talk about the social rules.

Nobody in this building puts the garbage into the garbage bin. The garbage is everywhere. It looks awful and smells terrible.

E.g. They must put the garbage into the garbage bin.

This town is a holiday resort. There are discos, clubs and cafes all around. They play music till the morning. The people who live here can't sleep because of the noise.

This school has strict rules, but some students don't want to attend the lessons on time or hand in their projects before the deadline. When they don't queue, there is chaos in the dining hall too.

COMPETENCES

- Students will be able to make and respond to suggestions/requests.

1 Form meaningful dialogs with expressions from the box.

Would you mind giving me your phone number

Can you share your class notes with me

Would you water my plants

Will you open the door

Can you do me a favor

Can you wake me up earlier tomorrow

1
Martin _____ and turn off the lights, Tim? I'm too tired to get up.
Volker Sure. Good night.

2
Student _____, sir?
Teacher Not at all. Do not hesitate to call at any time.

3
Child _____?
Mother Of course, honey. I'll wake you up, at the same time as your sister.

4
Mother _____, James? It will be your father.
Child OK, mom.

5
Tony _____, Linda?
Linda No problem. I'll send you as pictures.

6
Henry _____ while I'm on holiday?
James Sure, don't worry. We can water the lawn as well.
Henry I'll appreciate that. I'll do the same for you.

COMPETENCES

- Students will be able to make and respond to suggestions/requests.

2 Work in pairs. Use the instructions to create mini dialogs. Take it turns to make the requests and reply.

1. As a father, ask your son for help with mowing the lawn.

_____
_____
_____

2. As a student, ask your deskmate to translate the English teacher.

_____
_____
_____

3. As an employee, ask your boss to let you leave early today.

_____
_____
_____

3 Read the dialog and, in pairs, find out the expressions related to asking for and giving suggestions.

Johnson Well... Time flies Amy. The project is over here and it is time to fly back home.
Amy You are right Johnson. When is your flight?
Johnson It's on 20th June. Only 3 days left. I must be careful with the time. I have to write all the reports and I must buy some gifts.
Amy Gifts?
Johnson For the family. Do you have any suggestions for me?
Amy Well, traditionally, you should take souvenirs. They are good reminders.
Johnson That's great! I'll get some. But kids may expect popular things.
Amy That's right.
Johnson What should I do about that?
Amy Well... I recommend you to learn about their expectations from their mother.
Johnson Oh! That sounds great. I should text my wife. Thank you, Amy.
Amy Not at all, Johnson. It was my pleasure.

Expressions related to...	
asking for suggestions	giving suggestions

COMPETENCES

- Students will be able to make and respond to suggestions/requests.

4 Work in pairs. With your partner, take it turns to ask for and give suggestions for the following. Then, share your solutions with your classmates.

- learning new words
- ways of studying
- time management
- avoiding Internet addiction
- you choose

E.g. **Student A** I have difficulty learning new words. What should I do?
Student B You should do revision before you go to bed. I also advise you to download a good dictionary app.

5 Read the dialog and find out what people are going to buy for Noah.

George So, what are we going to do for Noah? He's leaving next weekend.
Carol Let's arrange a farewell party.
Anna We are going to do that, already.
George I mean, what can we get as a gift?
Anna Well... We can get tracksuits of the university.
George I think, he got one the other day.
Carol How about a tablet PC?
Anna That sounds great.
George He has those kinds of things. But he can still use it. At least as a gift to a family member.
Anna Let's keep thinking. If we can't come up with a new thing, we can buy it.
Carol That's a good idea.

6 Read the dialog in Part 5 again and decide which expression they used to...

1. suggest something _____
2. give a reason and reject/disagree _____
3. suggest an/another alternative _____
4. agree _____

7 Imagine that one of your friends is going to leave soon and you want to buy a gift/do something for him/her. Discuss with your friends. Follow the instructions below.

suggest something _____
disagree + give reason/s _____
disagree + give reason/s _____
suggest another alternative _____
suggest an alternative _____
agree _____

COMPETENCES

- Students will be able to describe future plans and arrangements.

8 Read Carlos' letter to his cousin Roberto and discuss the plans below it. Tick the ones that you think are Carlos' plans.

Carlos' Plans

- ☐ He is going to get retired.
- ☐ He is going to live in the city.
- ☐ He is going to spend more time with relatives.
- ☐ He is going to buy some land.
- ☐ He is going to take up new hobbies.

COMPETENCES

- Students will be able to describe future plans and arrangements.

9 Read the dialog between Carlos and one of his friends. Find out if your guesses about his plans are true.

Deivid So, Carlos... What are your plans?
Carlos Well... First, I'm going to get retired and move to my house in the village. All my relatives are there. I'm going to spend more time with them.
Deivid You mean, you are going to change everything?
Carlos I can't say that. I'm just going to take up new hobbies like growing vegetables and focus on nature.
Deivid Are you going to buy some land?
Carlos No, I already have a lot of land there. I'm going to work on that.
Deivid You are lucky then.

10 Look at the notes below. Then, read the following sentences from a dialog between Anna and Carol and discuss whose sentences they are.

Anna's notes

Tuesday
- John
- Lunch with the department members
- project meeting
- appointment with the dentist.

Wednesday
-morning classes
-lunch
-gym time

Carol's notes

Tuesday
-Meet Linda at the airport
-lunch
-webinar on teaching techniques

Wednesday
-appointment with the dietitian
-lunch

1. _____ I'm not going to be in the office then. I'm going to pick up a friend at the airport.
2. _____ John is going to visit me.
3. _____ We cannot go shopping on Tuesday afternoon, I'm going to see my dentist.
4. _____ We are going to come together with my dietitian.
5. _____ I'm going to have some classes in the morning.

COMPETENCES

- Students will be able to give and receive information about quantities, numbers, and prices in conversations about shopping.

11 Below are phrases related to shopping. Work in pairs and discuss whose they are. Write CUS for customer, CAS for cashier, ATT for attendant/assistant.

____ I'm trying to find a lamp shade.
____ How does it fit?
____ How much is this?
____ Where can I find the grocery?
____ Next, please!
____ Can/May I help you?
____ Enter your PIN, please.
____ Would you like anything else?
____ Do you accept credit cards?
____ Is this in the sale?
____ I'll pay in cash.
____ Where is the changing/fitting room?
____ What size would you like?
____ Total is $10.
____ How about this one?
____ That's/They are £5.
____ Do you have this in X-large?
____ Would you like a bag?
____ Do you have this in blue?
____ Will that be cash or credit?
____ How much does it cost?
____ I'll pay by card.
____ What color would you like?
____ Put your card into the machine, please.

12 Study the dialog in pairs. Find out which of the following they talk about.

Attendant Hello, how can I help you?
Customer Do you have the sneakers in this picture?
Attendant Yes, we do. What size do you need?
Customer 44, please.
Attendant Here they are. Please, try them on.
Customer Thank you very much.
Attendant How do they fit?
Customer Perfect. Do you accept credit cards?
Attendant Yes, all the major cards.
Customer OK. Let me go to the cash. Have a nice day!
Attendant You, too.

☐ size
☐ quality
☐ form of payment
☐ price
☐ brand
☐ location of the product
☐ availability

13 Listen and tick which of the following they talk about. Tapescript 9.1

☐ availability
☐ size
☐ brand
☐ location of the item
☐ form of payment
☐ quality
☐ price

14 Work in pairs. Pick expressions from the previous parts and write a shopping dialog on your notebooks. Then, act it out.

COMPETENCES

- Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call.
- Students will be able to make and respond to suggestions/requests.

15 Listen to the dialog and fill in the missing parts of the conversation. Tapescript 9.2

Noah Hi, Mr Walker. It's Noah calling. Is Lisa there?
Mr Walker Hello, Noah. Yes, hang on a second.www
Lisa Hey, Noah!
Noah Hi, Lisa! How are you?
Lisa Fine. It's a busy Sunday at home. What about you?
Noah Actually, I'm quite free today. _____ going to the movies in the afternoon?
Lisa _____ I won't be able to come. I have to help mom and dad with the garden.
Noah Oh, I see. Maybe in the evening then?
Lisa _____ my cousins are coming for dinner with my uncle. That's why we have to arrange the garden and get ready.
Noah OK.
Lisa _____ join us? It's going to be fun.
Noah _____ very much.
Lisa Great! Please come anytime you wish.
Noah I'll be there in an hour! Oh, do you want me to bring anything?
Lisa _____ bring the word game you have? We can play it with my cousins after dinner.
Noah _____ See you in a bit!

16 Match the titles with the columns below.

a. Refusing an invitation **b.** Accepting an invitation **c.** Invitation

1. _____	2. _____	3. _____
Would you be interested in... Would you care to join us? Why don't you ...	It's very kind of you, but I'm afraid... Sorry, I'd love to, but ...	Sure, I would like that very much. That's a great idea!

17 Prepare a short dialog using the expressions in Part 15. Act it out in the classroom.

COMPETENCES

- Students will be able to write simple invitation letters.

18 Read the letter below and answer the questions.

1. Where does Andy invite Olivia?

   _____.

2. When does he invite her?

   _____.

3. What are they going to do during Olivia's stay?

   _____

   _____.

Hi, Olivia,

How are you? Thank you for your last letter. I'm very glad that we write letters to each other like in the old times. It's great that you stay away from social media during your summer holiday and spend more time with your family.

My holiday is going very calm and peaceful. We are at my aunt's house in Lavenham, Suffolk. Do you remember that we were talking about spending some time together in the countryside? I think Lavenham is the perfect place for that. I would be very happy if you come for a couple of days and stay in here.

Lavenham is a very nice village with beautiful historical buildings. We can take lots of nice photos of them. The town was also the location for the movie Harry Potter and the Deathly Hallows. We can watch it again together and try to find the places that are in the movie. You would definitely love it here!

Think about it, talk to your parents and then write back to me. No need to hurry, we have the whole summer ahead!

Talk to you soon,
Andy

19 Write an invitation letter to Andy following the steps below.

- refuse your friend's invitation kindly with an excuse
- invite him to another event in your town
- give details about the time, venue, and date of the event
- tell the activities you plan to do together during the event

Hello Andy,

Thank you for your invitation, but

Looking forward to hearing from you again.

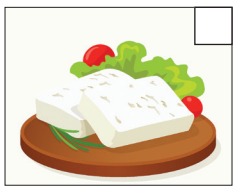
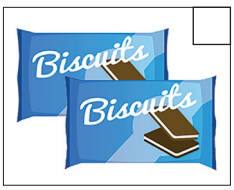
Best

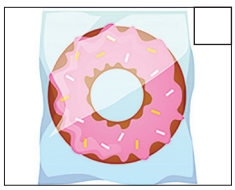
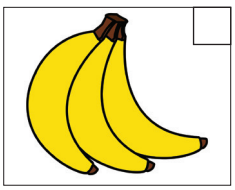
Olivia

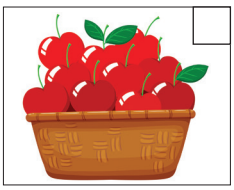
COMPETENCES

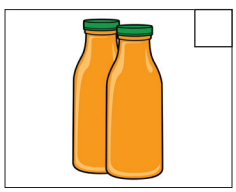
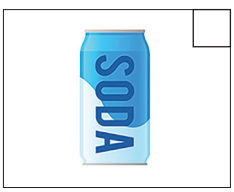
- Students will be able to recognize the most frequently used expressions related to shopping in a recorded text.

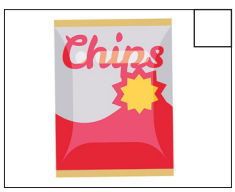
20 Listen to Dialog 1 and tick the items that are on Allen's shopping list. Tapescript 9.3

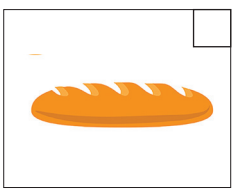









21 Listen to the dialogs and write the words and expressions below under the correct column.

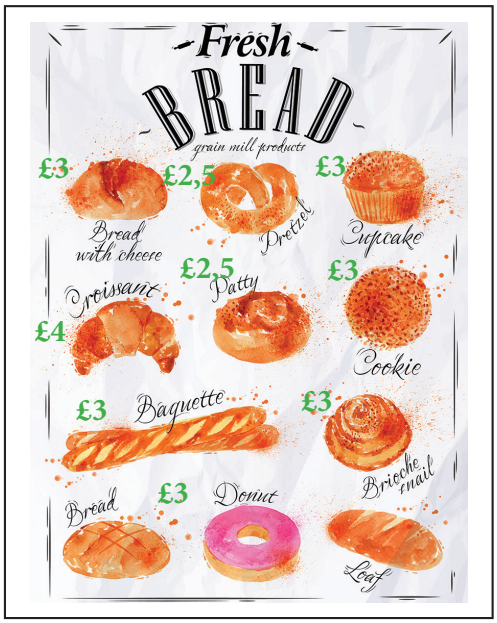
How can I help you?	changing room	Are you in the queue?
groceries	credit cards	supermarket
refund	cash-only	receipt
shopping mall	Do you work here?	shopping list

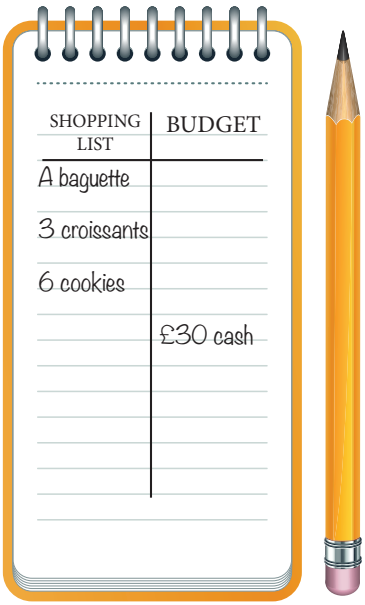
Dialog 1	Dialog 2	Dialog 3	Dialog 4

COMPETENCES

- Students will be able to give and receive information about quantities, numbers, and prices in conversations about shopping.

22 Work in pairs to complete the following dialog with your own words. Use the necessary information in the menu and the shopping list.





Clerk Hello! Welcome to Fresh Bread. How can I help you?

You Hi! I'd like to buy ._____ , _____ and _____please.

Clerk Sure, but we're out of baguettes. Would you like _____ of bread instead?

You OK.

Clerk Here is your bag.

You Thank you. How _____ are these?

Clerk £_____ in total.

You Oh, I've £_____ with me.

Clerk We take credit cards if you like.

You No, I'll pay in cash. Could you take out a cookie, please?

Clerk Of course. Now, that's £_____ .

You Here you are.

Clerk Thank you. Have a nice day.

23 Prepare a similar dialog using the menu in Part 22 and act it out in the classroom.

COMPETENCES

- Students will be able to find the supporting ideas in a text.

24 Read the text and complete the missing parts with the phrases given below.

1. the activities that show the traditions of the Barbaros Village.
2. the Best Scarecrow Competition where all the villagers make their own scarecrows to support handmade production.
3. the Keçe Köy exhibition that shows the culture of the village.

_____

Barbaros is a village in Urla, İzmir. In summer, the local people in Barbaros organize a festival called Scarecrow Festival which is the most creative and interesting festival in Turkey's coastal regions. The purpose of the festival is to support handmade production in a creative way and show the Barbaros culture and traditions to other people.

There are three main events in the festival. The first one is _____ . When you enter the village, you can see hundreds of super creative, handmade scarecrows everywhere. All of them are different from each other and they are very colourful. Many scarecrows carry a social message in their hands about nature and life. At the end of the festival, people choose the best scarecrow and the winner gets a small reward. Another event is _____. In the exhibition, the old village life of Barbaros is modelled with felt. People can walk around it and learn about the culture of the village. The last category includes _____ . Some of them are the traditional bride ceremony, the Barbaros Women Choir, stands of handmade goods, local seeds and delicious food.

Hundreds of people from İzmir and the surrounding cities come to Barbaros Village every summer. They enjoy the interesting atmosphere of the Scarecrow Festival and learn about the traditions and culture of the villagers. They buy delicious food or beautiful handmade goods and spend good time with families and friends.

25 Why do the people in Barbaros organize the Scarecrow Festival?

a. To choose the best scarecrow in the town and reward the winner.

b. To meet with new people and show them how interesting their village is.

c. To promote handmade products and introduce the culture and traditions of their village.

26 Which of these below can be a suitable title for the text?

a. Festivals of Turkey

b. Barbaros Scarecrow Festival

c. Best Scarecrow Ever

COMPETENCES

- Students will be able to describe future plans and arrangements.
- Students will be able to write a short paragraph about their future plans.

27 Two friends are coming to your hometown, Eskişehir, this weekend. Look at the information below and talk about your plans as in the example.

E.g. I'm going to pick up my friends from the train station at 7 p.m. on Friday.

A WEEKEND IN ESKISEHIR			
FRIDAY	pick up your friends from the train station at 7 p.m.		
SATURDAY	visit OMM (Odunpazarı Modern Museum) in the morning	see the historical Odunpazarı Homes in the afternoon	
SUNDAY	go to Adalar District and have breakfast by the Porsuk River	take the little train to Sazova Park and visit the Fairytale Castle after breakfast.	drop your friends to the train station at 8 p.m.

28 Takes notes on the table below about your plans for the next weekend.

My Plans for the Weekend		
Saturday		
Sunday		

29 Write a short paragraph about your plans for the next weekend using your notes in Part 27.

THEME 10
TELEVISION AND SOCIAL MEDIA

COMPETENCES

- Students will be able to skim short and simple texts to draw a conclusion in terms of social media.

1 Look at the words and phrases below. Which ones can you do on the Internet? Put a tick.

☐ do shopping	☐ pay the bills	☐ do sports
☐ travel	☐ do origami	☐ chat with friends
☐ watch TV series	☐ wear make-up	☐ prepare a poster

2 Fill in the blanks with the phrases given below.

- make new friends
- pay the bills online
- search for information
- watch videos
- read the news
- buy the tickets
- do online shopping
- play online games

1. I _____ on football on Mytube video channel in my free time.
2. Students should _____ on the subject on the Net to learn about it.
3. You can _____ online after you set up an account on social media.
4. It is easy to _____ so you don't need to go to the bank.
5. After school, we meet online with friends and _____ on a game portal.
6. You should_____ online before going to the match in case they are sold out early.
7. We will_____ as it's forbidden to go to a supermarket under quarantine.
8. I'd rather buy a newspaper from a newsstand than _____ online.

3 Match the questions with their answers.

1. What do you use the Internet for? _____
2. Are you an Internet addict? _____
3. How do you connect to the Internet? _____
4. Why do you use social networking websites? _____
5. What is your favorite application on the Internet? _____

a. Not a specific one but I love instant messaging programs.
b. Not really. I only spend an hour a day.
c. I search for information, share posts and watch my favorite TV series.
d. I contact my friends through those sites.
e. Usually from my mobile phone and sometimes from my laptop.

COMPETENCES

- Students will be able to skim short and simple texts to draw a conclusion in terms of social media.

4 Read the text and decide whether the statements are TRUE or FALSE.

The Internet provides different ways of communication for people. They are social media, e-mail services, video calls and instant messaging. They are all useful ways to develop friendships with people around the world, learn about other cultures and much more.

People prefer sending e-mails instead of writing letters as it is faster. However, sending e-mails isn't practical enough because you may not know if the person you want to send an e-mail is online at that moment. Moreover, making phone calls and video calls may not be possible any time you want because the person you want to call may not be suitable to talk. That's why instant messaging has become more popular than sending e-mails or making phone calls. It is like text messaging on mobile phones, but quicker, more functional and with no charge, absolutely free. Instant messaging programs let users see if their friends and contacts are online and communicate with them in real time. Most of them also enable file sharing, sending and viewing videos, chatting online and using the Internet instead of a phone to talk with friends. Therefore, instant messaging programs are getting more popular day by day.

1	The Internet provides people only with instant messaging.	
2	The most popular way of communication through the Internet is sending e-mails.	
3	When you send an e-mail, you may not know if the receiver is online at that moment.	
4	Instant messaging has become more popular than email or phone.	
5	It is expensive to download an instant messaging program.	

5 What do the words in bold refer to in the text?

1. They: _____
2. It: _____
3. Their: _____
4. Them: _____

COMPETENCES

- Students will be able to skim short and simple texts to draw a conclusion in terms of social media.

6 Match the words below with their definitions. One definition is extra.

1	username	
2	website	
3	online	
4	permit	
5	follower	
6	post	

a. a message or a picture that is shared on a social network.
b. let, give permission.
c. a sequence of characters that must be entered to gain access.
d. a person who supports and admires a person.
e. a set of related web pages located under a single domain name.
f. connected to a system, a computer or the Internet.
g. a made-up name to access to a computer, network or an online service.

7 In pairs, read the sentences and discuss the correct option in bold. Then, listen and check your answers. Tapescript 10.1

1. The maximum number of friendships that an average person can maintain in real world is about **130/250.**
2. An average social media user has **250/2250** online friends.
3. Older people have **fewer/more** online friends than younger people.
4. Mary Haywood had **1790/4980** friends on Mybook when she died.
5. Ms. Haywood had more than **16000/60000** followers on Photogram when she died.

8 Listen to the text again and complete the sentences with a word/phrase.

1. The maximum number of friends _____ on a social media website is 5000.
2. Older people are more selective in_____.
3. Mary Haywood was a/an_____ among old people.
4. Ms. Haywood's _____ was on March 6, 2012.
5. At the time of her death in _____ Ms. Haywood she was 102.

COMPETENCES

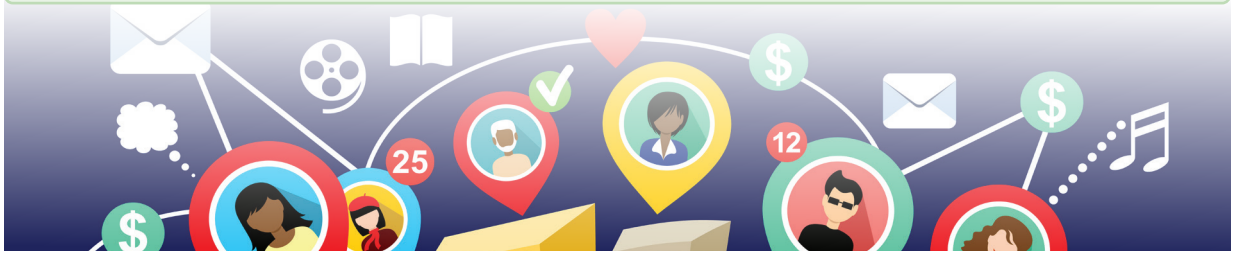
- Students will be able to make predictions about the future.
- Students will be able to agree or disagree with others by giving their opinions.
- Students will be able to write a comment on a topic via social media.

9 What do you think about the following? Are they safe or unsafe on social media. Write S (for safe) and U (for unsafe). Discuss your answers with your friends.

- ☐ sharing your phone number
- ☐ meeting someone online
- ☐ logging off when you leave
- ☐ sharing your gender
- ☐ sharing your location
- ☐ setting a strong password
- ☐ using your real name
- ☐ sharing your job
- ☐ contacting acquaintance
- ☐ shopping

10 Below are some predictions about the future of social media. Read the sentences below and tick the ones you agree.

- ☐ "Buy" buttons will become commonplace on social media.
- ☐ Social media will cross into the workplace.
- ☐ People will log in to social media with their ID numbers.
- ☐ Machine learning will increase efficiency.
- ☐ Social media communications will outnumber face to face communications.
- ☐ Social media platforms and tools will replace schools.
- ☐ More people will earn money on social media.
- ☐ Social media platforms will replace traditional television channels.



11 Put the words in the correct order to make meaningful predictions about the future.

1	flying cars/will/be/there/the/in/future	
2	travel/people/to/will/other/planets/not	
3	will/social/very/important/media/be	
4	shopping/media/on/will/social/popular/become	
5	obesity/not/be/a/will/problem/big	
6	online/TV/will/replace/platforms/channels	
7	there/environmental/be/big/will/problems	
8	difficult/it/natural/will/food/be/find/to	

COMPETENCES

- Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation.
- Students will be able to agree or disagree with others by giving their opinions.

12 Read the interviews and put the underlined expressions into the correct box.

Interviewer	Where is social media headed?
Boy	Well... I don't think there is a concrete answer to this.
Interviewer	No doubt about it. Do you have anything to say about this?
Boy	Umm... I can say it will dominate our lives.

Interviewer	Where is social media headed?
Girl	A very tough question. Let me think... There is so much to say, I mean, I don't know where to begin. At least, I can say that much of our lives will rely on social media.

Interviewer	Where is social media headed?
Woman	What do you mean?
Interviewer	Social media's future. You know it's one of the most important factors in everyday life.
Woman	So, you mean the future of social media?
Interviewer	Yeah. Yeah. I was just going to say ...
Woman	Can I stop you there for a moment? I think, people will be fed up with using it. And...
Interviewer	Sorry to interrupt you but what you said is quite different. I mean it's the first time I've heard such a thing from an interviewee. Anyway, let's get back to the point.
Woman	OK. People keep their eyes and hands on their mobile devices. It can't go on like this. They should see what's going on around, they should look at each other in the eye. This must change. At least I'll be fed up.
Interviewer	Interesting, thank you.

Expressions for gaining time	Expressions for interrupting
_____	_____
_____	_____
_____	_____
_____	_____

13 Read the instructions and work in groups of 4.

Group A:

Support the idea that social media has more advantages than its disadvantages. Support your sentences with examples.

Group B:

Support the idea that social media has negative effects besides the benefits of it. Talk about how it has changed our daily and social lives, relationships and psychology negatively.

COMPETENCES

- Students will be able to agree or disagree with others by giving their opinions.

14 Read the phrases below and write them under the correct heading.

No chance! | I couldn't agree more. | That's for sure! | I don't think so.

I'd exactly say the opposite. | I guess so. | You have a point there. | Absolutely!

No way! | Never in a million years! | I'm not sure about that. | No doubt about it.

AGREEING	DISAGREEING

15 Read the sentences below and agree or disagree. Refer to Part 14.

1	Your father is a real Internet addict.
2	You and your friends will not survive without the Internet.
3	Your mother spends much of her time watching useless TV programs.
4	Internet must be unlimited at schools.
5	Television is an unnecessary device at home.
6	Parents shouldn't buy mobile phones for their children until they attend a university.
7	People shouldn't sit at the dinner table with their mobile phones.
8	Teachers should use the Internet while presenting a new topic.

COMPETENCES

- Students will be able to put the events in a TV broadcast in order.
- Students will be able to make predictions about the future.

16 Match the pictures with the events in a news report. Write the letters into the circles.

a. They saw a burglar entering the house from the front door.
b. Luckily, the police caught him soon because he forgot to cover the plate number of the car.
c. When he went upstairs, he found the secret safe easily, opened it, and took the jewels.
d. There was a burglary in one of the mansions last Friday. Jewels in a secret safe and some expensive paintings were stolen.
e. He also took the paintings on the first floor just before leaving the house.
f. The police investigated the burglary using the cameras of the mansion.
g. The burglar told the police that it was an easy work because from an interview with the owner of the house, he learned that there was a safe behind the painting in the bedroom.
h. The burglar left the house and got in a black car. He drove fast to the city centre.
i. The most amazing thing was that he called the giant dog with her name and fed her.

17 Listen to the news report and put the pictures in the correct order. Tapescript 10.2

18 Match the questions with their answers.

___ 1.What's your dream about the future?	The best one in the city.
___ 2.Do you think you will be a famous person?	I'm not sure. Perhaps two.
___ 3.What will your parents give you as a birthday present?	To have a good career.
___ 4.Which university will you go to?	Maybe the roller-skates I want.
___ 5.How many children will you have?	I hope so.

19 Work in pairs. Ask and answer the questions in Part 16 to make predictions about your future.

COMPETENCES

- Students will be able to make predictions about the future.
- Students will be able to write a comment on a topic via social media.

20 Look at the pictures and make predictions.

1. I predict I'll _____

2. I guess _____

3. I hope_____

4. I think_____

5. Probably_____

6. I believe _____

21 Read the posts below and write a comment on them.

Angelica	I've just learnt that my favorite author is a liar. He didn't write his bestseller books himself. He doesn't even have a university degree. I'm disappointed and I don't want to read his books anymore!
catboy-008	A degree isn't always important. The books are great. I'm sure they are his works. Let's just trust him.
You (nickname)	_____.

Breeze	I've been at home for two weeks now because of the pandemic. I've tried anything I can do at home. I'm really bored and need new ideas during this period.
Breadmaker	Have you tried making your own bread? I make my own and everyone at home loves it. You can find different recipes on the Net.
You (nickname)	_____.

Colt	I've found a new job in a different city. I have to move soon and I don't know what to do with my dog. Should I take him with me or find a new owner?
You (nickname)	_____ _____.

THEME 10
TELEVISION AND SOCIAL MEDIA

COMPETENCES

- Students will be able to skim short and simple texts to draw a conclusion in terms of social media.
- Students will be able to agree or disagree by giving their opinions.

22 Read the speech bubbles of Martin and Emma and write true (T) or false (F).

I spend too much time online. I'm a real fan of Mr Heable who is a famous vlogger on YouTube. As soon as I wake up, I take my tablet to see his new videos. In his recent video, he went into a fancy clothes shop and put on a different outfit. When he came out of the shop, he was transported to a world that corresponded with the outfit he was wearing. That was amazing. He must have used a professional program to shoot that scene. I really enjoyed the video because there was a nice sense of innocense and adventure in it. Mr Heable makes my day.

I try not to use social media more than two hours a day. If I don't set my boundary, I'm sure I can spend my whole day online. There is only one Instagram account that I follow regularly. A nice young lady in her early thirties, named Daisy, demonstrates how to make toys or ornaments out of everyday household objects, which is really catchy. She sometimes shares short documentary trips to various places of interest. She also hosts people who are talented on different subjects. She lets them do live performances. The person who gets the most likes gets the badge, literally a badge of honour. It is always nice to see her sharings.

___ 1. Martin spends less time on the Net.
___ 2. He never enjoys watching Mr Heable's videos.
___ 3. Mr Heable transports to a world matches with the outfit that he's wearing.
___ 4. Martin thinks Mr Heable doesn't use a professional program while making his video.
___ 5. Martin likes the innocent and adventurous side of Mr Heable in his latest video.
___ 6. Emma does her best to stay away from social media.
___ 7. Emma shares her catchy homemade toys or ornaments on her Instagram account.
___ 8. Daisy sometimes takes documentary trips to different places.
___ 9. If you think you are talented on something, Daisy can welcome you.
___ 10. Daisy gives you a badge if she likes your performance.

23 Look at the dialog about social media and circle the correct sentences.

Tom In my opinion, Facebook is a great way to catch up on with everyone's news.

Kate **Exactly, you're right./I'm afraid I disagree with you.** You can keep in touch with people and hear about their real-life events.

David **I totally agree with you./I don't think so.** People become more public and open about their personal lives. There is no privacy at all.

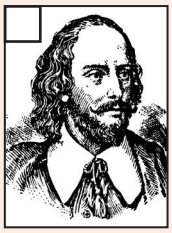
24 Work in groups of three. Prepare a similar dialog as in Part 22 using the expressions below. Then act it out in the classroom.

I think…,/I hope…,/In my opinion…,

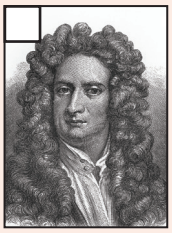
COMPETENCES

- Students will be able to put the events in a TV broadcast in order.
- Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation.

25 Match the famous people in history with the things they are famous for.



1. William Shakespeare



2. Isaac Newton

3. Edvard Munch

a. The Scream

b. Macbeth

c. Law of Gravity

26 Listen to Madison Blunt's Show and put the events in the Professor's story in the correct order. Tapescript 10.3

___ He decided that the force that pulls the apple down must be the same one that pulls the Moon to the Earth.
___ He moved to his safe family farmhouse outside the city.
___ By the end of 1666, Newton invented the mathematical system called calculus.
___ Newton was in his early twenties when the Great Plague hit London.
___ During his studies, he used to watch the apple tree outside his window. One day, he saw an apple falling from a tree and it was the starting point of everything.
___ When the Plague broke out, the school sent students home to continue their studies.
___ Six months later, Newton returned to Cambridge with the theories in his hands.
___ At home, he built bookshelves and created a small office for himself. He continued his mathematical problems there.
___ He was a college student at Cambridge in those days.

27 Complete the dialog using the given sentences.

a. Well, you're right. b. By the way, don't forget the 9 o'clock show. c. Hmm, let me think.

Amy What do you think about photo hoaxes on social media?
Bob 1. _____ Actually, I don't think it's something good. Hoaxers often use photographs taken by someone else, and often without permission. This is illegal.
Amy Sure. I totally agree with you, but the hoaxer also spends time on producing the new fake photo. He uses some new techniques to make it look real.
Bob 2. _____ It seems like a lot of work, but I'd rather prefer people to use their own photo. And also, I don't understand why people do such silly things.
Amy People are different, you know. 3. _____.
Bob Oh, Amy, thanks for your nice reminder. I'll be watching our gourmet chef live on Instagram.

28 Prepare a similiar dialog and act it out in the classroom.

COMPETENCES

- Students will be able to skim short, clear texts to draw a conclusion in terms of social media.

29 Read the posts below and fill in the blanks with the given sentences below.

a. All I want is to go back to school	b. Just give me a mobile phone or a laptop	c. The classes are beyond amazing

Adele's Blog

Hi, guys! Are you staying home because of quarantines? Three months ago, COVID-19 was thousands of miles away from my life. Two months ago, I started to hear some murmurings which I didn't care much. One month ago, everything began to change. And today, I'm all at home. No school. No social gatherings. No meals with relatives and friends. I'm a bit scared, but not hopeless. Luckily, I have a homeschool schedule. Believe it or not, I'm happy that I'm taking online classes. The lessons start at 11 a.m. The time is perfect for me as I'm not a morning person. I can get enough sleep. I really keep learning with online homework. During quarantine days, I don't have to focus on web videos and web series. 1. _____ and I can read hundreds of books online for free. I've finished eleven novels so far. I'm reading Hamlet at the moment. Most probably, Shakespeare wrote it during quarantine J Many artists cancel tours because of the pandemic, but I catch their performances online. Yesterday, I watched Andrea Bocelli's Music for Hope online concert from Duomo di Milano. It really made my day. I always write lyrics to my twin brother's melodies coming from his piano. But, now I'm writing corona-themed poems. Share your quarantine stories.

DenoM_2018

I'm also learning from home, but online learning is less effective to me. Actually, it's not my cup of tea. Moreover, staying at home for such a long time is so boring. 2. _____. I started making origami. It gives me the energy I need. These days are a good opportunity to try new things, I guess.

Justin's Blog

I'm currently self-isolating. Sitting at home is not getting boring for me as I'm a bit addicted to digital technology. 3. _____, I'll spend hours online, checking all my social media accounts and playing video games. My mom doesn't really like that, though. "You must find other ways to entertain yourself," she repeatedly says. Actually, I've always wanted to learn a new skill. And guess what? I started taking an online pizza-making class from an Italian grandma. 4. _____. In the mornings, I log in to an online platform launched by the Ministry of Education. After the online classes, I love meeting up with friends virtually. It's so nice to be connected with the people you always see outside on the screen. Nowadays, I've just found an app to stay fit through quarantine. Live and interactive experiences are really great. Can you believe that I'm learning an online dance with my gym class? This is quite weird because I hate dancing. Share what you're doing at home?

DilaraM-90

Some digital platforms offer virtual tours of museums including the Van Gogh Museum in Amsterdam and the Acropolis Museum in Athens. I hope I'll visit the two cities when we go back to old beautiful days without coronavirus.

30 Read the posts again and write Yes (Y), No (N) or Don't Know (DK).

___ 1.Adele is unhappy with the time of the online classes.
___ 2.Online reading is a perfect opportunity for bookworms.
___ 3.Adele's brother plays the piano.
___ 4.Adele isn't keen on writing.
___ 5.Justin isn't complaining about quarantine.
___ 6.Justin's mom makes delicious pizzas.

COMPETENCES

- Students will be able to write a comment on a topic via social media.
- Students will be able to put the events in order in a TV broadcast.

31 Write your comments on Adele and Justin's blog. Share how you spend your quarantine time considering the questions below.

- What do you think of online learning?
- How many hours do you spend on schoolwork?
- Which app(s) have you spent the most time on?
- How many days a week do you exercise?
- How do you keep busy during lockdown? (Write about the books you're reading/the musical artists you're listening/the movies-series you're watching/the hobbies-interests you've recently discovered.)

Adele's Blog

Justin's Blog

32 Listen to the Early Night TV Show with Dennis Woolf, hosting Dr Anish Mahajan. Number the host's questions in the order you hear. Tapescript 10.4

___ 1.Should I stop wearing my contact lenses?
___ 2.Is it possible to have the flu and coronavirus at the same time?
___ 3.Can mosquitos transmit coronavirus?
___ 4.Are some blood types able to fight this virus better than other blood types?
___ 5.Can pets spread this coronavirus to people?

33 Listen to the TV show again and write true (T) or false (F).

___ 1.People with coronavirus never lose their senses of taste and smell.
___ 2.There is no evidence pets spread coronavirus to people.
___ 3.If you have a pet, you should wear a facemask.
___ 4.It's not a good idea to stop wearing contact lenses during corona days.
___ 5.Blood type does not increase your risk for this coronavirus.

THEME 1

Tapescript 1.1 **Listen to the second part of the conversation and fill in the blanks with the words from the box.** P. 4

Asafa Thank you, Adele, but actually, I'm not truly international. It's just interest in foreign languages. And the need, of course.
Adele Could you tell us about your family? I think, we will meet soon.
Asafa Hope so. Well… my wife Shannon is an academic, too. She is Jamaican as well.
Adele What about children?
Asafa They are two. My son, Jay, is 27. He is married with a child. That's a boy, a two-year-old boy, Calvin. I miss him so much. By the way, Jay is married to Kishana. They are a nice couple. We are very happy about that.
Adele What about the other child?
Asafa Uh! That's Carla. She is 24. She is in Canada for her education now. She is interested in Economics.
John Oh, she is close to us.
Asafa That's right. I can see her often.
John So, is Shannon alone now?
Asafa No. She is with her parents. My in-laws, Akilah and Samuel. They are old.
…

Tapescript 1.2 **Listen to the dialog. Tick the words and phrases you hear for greetings.** P. 9

Hilda Hi, John! How is it going?
Mark Not bad. How are you?
Hilda Fine, thank you.
Mark I think we are taking the same class, right?
Hilda Yes, Maths 2 by Mr Johnson. We're really lucky. He is a great mathematician.
Mark Great! Maths is my favorite subject. It is great to see you again, Hilda.
Hilda See you in the class, Mark! Goodbye!
Mark Bye!
…

Tapescript 1.3 **Listen to the dialog and tick the countries or nationalities you hear in Part 13.**

P. 11

Dialog 1

Sandy Hi, Joe. How are you?
Joe I'm fine and you?
Sandy I'm great because my friends are here. Oh, you don't know them. I'm sorry. This is Jose, Alisha and Noah. And this is Joe.
Joe Nice to meet you all. Sandy tells me a lot about you and the summer camp you met. Hmm, let me think... Jose, you are Mexican. And you are the doctor of the camp, right?
Jose For sure. Nice to meet you too, Joe.
Joe And Alisha, you are Indian. I remember that you are a nurse.
Alisha Namaste, Joe. Yes, your memory is excellent!
Joe Noah, you are the artist from Germany, aren't you?
Noah Well, I'm an artist but I'm not from Germany. I'm Swiss. Nice to meet you, guys. We love British people.

Dialog 2

Joe Well, about the summer camp last year. What were your responsibilities there?
Sandy You know I'm a teacher, Joe. So I was teaching during the whole camp!
Joe Oh, I know. What about you Alisha?
Alisha I was helping Jose. He is a doctor and I'm a nurse. We work at the same hospital. We went to the camp also together.
Jose Yes, we were responsible for the health of everyone at the camp site.
Joe That's great. And you Noah?
Noah I'm a designer. At the camp I was designing cool toys for the kids. It was fun!
Joe That is absolutely wonderful. I'm an engineer so I can help you if you want to make bigger toys for the next summer camp.
Noah Haha! I would love that, Joe. Let's talk about it soon!

THEME 2

Tapescript 2.1 **Listen to Mike and his colleague, David. Tick the expressions you hear.** P. 15

David Hi, Mike! It's me, David.
Mike Hi, David. Is everything OK?
David Yes. I'm with Kevin now. I have good news for you. I have a flat for rent.
Mike Where is it?
David It is in the city center, close to your work.
Mike That's good. Which floor is it on?
David It's on the second floor.
Mike OK. How many rooms are there?
David It's a large flat with an open kitchen and two bedrooms.
Mike Oh, good. I like it. Is it furnished?
David Yes, there is an oven, a big refrigerator, a dishwasher and a stove in the kitchen.
Mike Great! That's a fully-equipped kitchen. What about the bedrooms and the baths?
David Well, the bedrooms are with full baths and there are beds and wardrobes in them.
Mike There are other options on the Net. Let me take a look and compare. I'll call you back.
David OK, Mike. Take care.

Tapescript 2.2 **Listen to the dialog between Maya and her mom. Relocate the items below in the picture.** P. 19

Maya Mom! I think I need your help.
Mom I'm coming! .... Oh! What a mess!
Maya Yes, I know mom. Actually, I want to tidy it up myself, but I can't. Help me, please.
Mom Don't worry. I'll help you. I think you can start with the lamp. First of all, put it on the bedside table.
Maya OK! This experiment kit is breakable. I can't decide where to put it.
Mom You're right. Put it on the shelf above the desk. It is safe there.
Maya OK. However, I'm still not sure where to put my school books.
Mom Well, if you want to reach them easily, you can put them on the desk.
Maya One more thing! This box is full of clothes that I don't wear anymore. Where shall I keep it? Give me an idea, please.
Mom Hmm. You can keep it under the bed.
Maya OK. Thank you very much, mom. I can handle the rest on my own.

Tapescript 2.3 **Listen to the dialog between Tom and Niki. Tick Tom's living room.** P. 21

Niki Hello Tom. How's it going?
Tom Hi, Niki. I'm fine, thank you so much. Finally, it is Saturday and I'm at home.
Niki What's your plan for today?
Tom Well, I'm very tired and I think I will spend my entire day lying on my couch and watching the TV opposite me. Then, maybe I'll read some books. Afterwards, I'll go to the kitchen next door and prepare something delicious for myself.
Niki Get some rest, you deserve it! See you soon.

THEME 3

Tapescript 3.1 **Listen and reorder the dialog between Alicia and Sally.** P. 27

Alicia Hey, Sally. It's Alicia. How are you?
Sally Nothing new. You know, the same.
Alicia I'm calling you to invite for a movie.
Sally Tonight?
Alicia No. Duncan and I have a movie plan for Saturday afternoon. Would you like to join us?
Sally I'd love to but I can't. Saturday? I'm sorry I can't. I will visit my grandparents.
Alicia What about the evening?
Sally I guess I will be busy. I might stay overnight there. I'm sorry.
Alicia Oh, what about Sunday evening? Are you free then?
Sally Hmm... Yes, I am. What's on then?
Alicia I have no idea. I can go on the Internet and send you the program.
Sally That's great. We can, then, visit some movie blogs and make the decision.
Alicia See you on Sunday.

Tapescript 3.2 **Listen to the dialog again and complete the sentences with Jo, Meg, Beth and Amy's hobbies.** P. 32

Dennis You're a great fan of the novel Little Women, aren't you?
April Yes, I am. It's one-hundred-and-fifty-year-old literature by Louisa May Alcott. The story is about March sisters. 'Christmas won't be Christmas without any presents.' That's the first sentence of Little Women.
Dennis Oh, my God. I think you know every detail in the book, and you should watch the movie as soon as possible directed by Greta Gerwig. Some critics say the movie is more amazing than the book.
April Perfect news. Let's watch it together tomorrow afternoon.
Dennis That would be great. Can you give me some clues about the characters of March sisters?
April Well, the oldest Meg is so theatrical. She loves acting. She's also responsible and kind. Jo is the second oldest March sister. She loves literature. She's crazy about reading and writing. She writes plays for her sisters and writes stories that she eventually gets published. Her favorite authors are Dickens and Shakespeare.
Dennis Oh, great! I've loved her. What about the third March sister?
April Beth. She loves music. She's really keen on playing the piano.
Dennis Who's the youngest one?
April Amy. She loves art. She's interested in painting. I think she's a great artist who adores visual beauty.
Dennis Who's your favorite March sister?
April Oh, I like Jo most of all probably because I'm a lot like her. You know literature is my life. I can't wait till tomorrow.
Dennis Let's meet at 3:00 pm at the cinema. I am sure the director refreshes this fascinating book with the help of an amazing cast including Emma Watson and Meryl Streep.

THEME 3

Tapescript 3.3 **Listen to the dialog between Sue and Jason and number the following sentences in the order you hear.** P. 34

Sue Grandma's birthday is coming. Let's make a surprise for her. You know she's crazy about listening to Andrea Bocelli.
Jason I love making surprises, but I have no idea who Andrea Bocelli is.
Sue Come on, Jason. I can't believe you don't know him. Bocelli is an Italian tenor and an international superstar. His music bridges classical and pop genres. He has also a duet with Ed Sheeran. I love listening to them together. And, guess what! Bocelli is coming to our town for a concert next week.
Jason Oh, that's great! I know what is in your mind. We're gonna buy the concert ticket for granny. Why don't we join her for the concert?
Sue That would be great, Jason. This makes her so happy. I wanna see her face when she sees the big surprise.
Jason Let's go to the concert hall and buy the tickets now.
Sue I'm afraid, I can't. I have an appointment with the dentist. How about buying online tickets?
Jason Good idea. I can do it with pleasure.
Sue Thanks Jason. By the way, before the concert, why don't we take grandma to her favorite Italian restaurant?
Jason That would be so nice. Granny loves eating risotto with mushrooms.
Sue Yep, first Italian dish and then Bocelli's music. Amazing surprise for her.

THEME 4

Tapescript 4.1 **Listen to the dialog and tick the phrases you hear about Paul's daily routine.** P. 38

Laura Hello, Paul.
Paul Hi.
Laura Can you tell me about a typical day in your life for the school magazine?
Paul Yes, sure.
Laura So, what time do you get up?
Paul Oh, I get up very early, at about 5 o'clock. Then, I go to the gym at 6 o'clock and work out until 7 o'clock.
Laura Oh, that's good. And what's next?
Paul At 7.30, I have a shower, get dressed and have a big breakfast. Cereals, toast, fried eggs and orange juice.
Laura What do you do after breakfast?
Paul At 8.30, I go to school by bus. I have classes from 9 o'clock to 4 o'clock.
Laura When do you have lunch?
Paul I have lunch at 12 o'clock at the school canteen.
Laura What do you usually do after classes?
Paul I go to the gym or I meet my friends at a cafe.
Laura What time do you have dinner?
Paul I have dinner at 7 o'clock. Then, I do my homework, watch TV or go online. I usually go to bed at 10 o'clock.
Laura Thanks for the interview, Paul. That's a busy schedule.

THEME 4

Tapescript 4.2 **Listen to the information about Milosz Jasko and find out what the audio is about.** P. 45

Milosz Jasko is a successful singer. He comes from Lublin, Poland. He plays with a band with three other members. He usually gives concerts all around the world, so he travels a lot. Summers are often busier than winters for him and he rarely travels back to Poland to visit his family. In winters he feels more relaxed and tries to spend time in his small town. This season is extraordinary for him and his band because people stay at home during the coronavirus outbreak and he generally gives online concerts via his social media account. So, nowadays his life is more simple than usual. I admire him because his music is soft and he can adapt to change easily.

THEME 5

Tapescript 5.1 **Megan and Jennifer are at home. Nigel is with them. Listen and tick who they are talking about.** P. 50

Megan Have you seen this film before?
Jennifer No, I haven't. I'm a great fan of hers! I can't believe that this is the first time I've seen it.
Nigel Me, too. She is an amazing actress. She has a real character face. She is blonde but we see her in different looks in her films. Her brown eyes may turn to hazel, and her thin lips make her smile even better. We see her in many faces because of the marvelous characters which she plays.
Megan People define her as the best living actress. I agree with them.
Jennifer I think the same.

Tapescript 5.2 **Listen to the text and write the names of the people in the picture. One is extra.** P. 55

This is Mary Wilson's art exhibition. She is extremely excited to see many important people commenting on her pieces in the exhibition hall. Mary is welcoming her guests and talking with them. Mary is of medium height and weight. She has got long straight hair, and now she is standing right over there with a group of people. Hasan is the tallest in the group with a moustache. He has got broad shoulders. He is a well-known newspaper columnist. He is there to observe the exhibition and later to put down on a paper. Yasmin is also an artist who is very popular in her country, Iran. She is the tallest woman in the group and wearing a headscarf. Lucy is a professor in the Faculty of Fine Arts. She is short, and she is wearing glasses. "What a wonderful creativity! It's a real joy to view Mary's masterpieces. I hope she takes it to other places for more people to see," she says. Tom is a handsome man. He is tall and slim. He has got short dark hair. He is a world-wide known tennis player.

THEME 5

Tapescript 5.3 **Listen and write the names of the people.** P. 60

1st speaker "Tennis is an emotional game. It's sometimes easier in doubles, especially with a supportive partner," says James Wilson who has several gold medals in the competitions. He is well-built. He has got broad shoulders. He is bald and he has got a long nose.

2nd speaker Julia is a life-long learner actress. She is still acting in plays although she is 77. She has got short white hair and small brown eyes. She has wrinkles on her face. "I've always loved my wrinkles. I don't want my wrinkles taken away because I don't want to look like everyone else," she says.

3rd speaker "Photography makes me so much more observant and aware of the wonderful little things that surround me each day," says David. He is in his late thirties. His wide toothy smile makes him more handsome. He has got short brown hair and a beard.

4th speaker Sue is a young writer. She writes short stories for kids. "Stories play a vital role in the growth and development of children. They help children develop imagination and creativity," she says. She has got long wavy hair and brown eyes. She wears glasses.

THEME 6

Tapescript 6.1 **Listen to the dialog and put the jumbled sentences into the correct order to make a meaningful dialog.** P. 62

Customer Hello, can I have a table for two?
Waiter Yes, please.
Waiter What would you like to have?
Customer Can we have the menu, please?
Waiter Here you are.
Customer Can I have a glass of orange juice, please?
Waiter Would you like to order food?
Customer Yes, I would like to start with the soup. Chicken soup.
Waiter OK. For mains?
Customer Steak with chips, please.
Waiter Would you like to have salad?
Customer Oh, yes. Green salad, please.
Waiter Would you like to some olives in your salad?
Customer No, thank you.
Waiter And for dessert?
Customer For dessert, I'd like red velvet cake, please.
Waiter Would you like anything else?
Customer That's all. But I'd like to have the bill, please. In advance.
Waiter Certainly! That's $75.
Customer Here you are. Thank you very much.
Waiter You're welcome ma'am. Have a nice day.

Tapescript 6.2 **Listen to the dialog about traveling and circle the correct choice.** P. 66

David Hello, we would like to buy plane tickets.
Staff member I'll help you with that. What are the destinations?
David All together to New York. From Barcelona.
Staff member OK, sir. What is the travel date?
David We need a flight on February 5th.
Staff member Let me check, here... Well, there are two flights available that day. Would you prefer the morning flight or the afternoon?
Sally The afternoon sounds better.
Kevin That's OK with me.
David OK, then. The afternoon flight please.
Staff member You are lucky. The prices are moderate. $75 each and there are seats available in the same row.
Sally Great! I'd like mine by the window.
David I can sit in the middle or in the aisle seat.
Kevin I can have the middle seat.
Staff member How would you like to pay?
Kevin In cash.
Staff member OK. Thank you for the payments. Here are your tickets. Enjoy your flight.

Tapescript 6.3 **Listen to the dialog between the waiter and Linda. Tick the food names you hear on the menu.** P. 67

At the restaurant
Waiter Welcome to Gusto Restaurant. Would you like to order anything?
Linda Sure! Can I have the menu, please?
Waiter Here you are madam.
(pause)

Waiter Are you ready to order?
Linda Well, yes. I'm really hungry, and I want to start with mushroom soup first.
Waiter Sure! What would you like to have as a main dish?
Linda Err…Roast chicken with French fries.
Waiter Of course! Anything to drink with your meal?
Linda Yes! I'd like to have mineral water with lemon, please.
Waiter Would you like some dessert?
Linda Oh yes! Berry cheesecake, please.
Waiter Sure! It's coming right up!

Tapescript 6.4 **Listen to three tracks about traveling. Choose the correct options to complete the sentences.**

P. 71

Part 1

Martha Hurry up Gilbert or we'll miss the plane.
Gilber OK. Martha! I know. I'm coming sweetheart.
(pause)

Check-in office Good morning madam and sir! Can I have your passports and tickets, please.
Martha Here you are.
Check-in officer Thank you. Do you have any baggage?
Martha Yes, we have two pieces of baggage and hand baggage.
Check-in officer OK. Would you like a window or an aisle seat?
Martha I would like to have a window seat because I like watching the outside, and Gilbert can sit next to me.
Check-in officer Here is your boarding pass, and your gate is 14. Have a nice flight.
Martha Thank you. **(pause)** Come here Gilbert… **(the sound fades)**

Part 2

Would all passengers traveling to Zurich on flight TK3582 please have your boarding passes and passports ready for boarding. Flight TK3582 now boarding at gate 14.

Part 3

Flight attendant Excuse me, madam! Could you turn off your mobile phone. We're preparing for take-off.
Martha Yes, I'm sorry.
Flight attendant Also, fasten your seat belt, please.
Martha OK.

THEME 7

Tapescript 7.1 **Listen to the dialog and decide whether the following statements are TRUE or FALSE.** P. 73

Anna I can now understand why the Empire State Building is one of the wonders.
George It deserves. By the way, is it on the list of the Seven Wonders of the World?
Anna It isn't. It is one of the wonders of the US.
George What about the World Heritage List? Is it there?
Anna No, not yet. Modern buildings do not often take place in it.
George I know but there are some structures on the list.
Anna That's right, they have changed the criteria but they still focus on natural and cultural values. But we are standing very close to a structure on the list.
George What is that?
Anna Statue of Liberty. It has a great universal value. It is a masterpiece of the human spirit.
George Kemal, Anatolia is a land of civilizations. There must be a lot of World Heritage Sites.
Kemal Historic areas of Istanbul, Hattusha, Troy are on the list due to their historical importance.
Anna What about National Parks?
Kemal We do have them, as well. Göreme National Park. You know this place as Cappadocia.
Anna Yeah, I know. I hope to see it some day.

Tapescript 7.2 **Listen and check your answers. Tick the questions you hear.** P. 78

Reporter Hello. Sorry for you.
Casualty Thanks.
Reporter Can you tell me what happened? Where were you when the accident happened?
Casualty Well… I was at the traffic lights. I just felt the bumper of a car on my leg.
Reporter Why do you think the accident happened?
Casualty I have no idea. I think it was a pile-up.
Reporter Did you scream? How did you react?
Casualty I was shocked. I just tried to figure out what it was.
Reporter How many people were with you?
Casualty I was alone, fortunately.
Reporter When did the ambulance arrive?
Casualty It didn't take long. Just a couple of minutes after the accident.
Reporter How do you feel now?
Casualty Not bad. Thank you.

Tapescript 7.3 **Listen to Zoe and Tim talking about world heritage. Choose the correct option to fill in the chart.**

P. 79

Zoe Hey Timmy! What's up?
Tim Ah! Busy, my dear.
Zoe Why? What are you doing?
Tim I'm preparing my presentation about world heritage sites.
Zoe Cool! I visited some of them. What are you working on now?
Tim Well, I'm working on some interesting facts about the sites. Do you wanna hear some of them?
Zoe Sure!
Tim Let's see… The largest world heritage site is the Phoenix Islands Protected Area in Kiribati with an area of 408,250 km2. The size of this site is larger than Paraguay.
Zoe Oh! As big as a country! Wow!
Tim And… The smallest world heritage site is Holy Trinity Column in the Czech Republic. You can walk around the column in a minute! Can you believe that?
Zoe Wow!
Tim The country which has the most world heritage sites is Italy.
Zoe I'm not surprised.
Tim Banks of the Seine in Paris is the most visited one.
Zoe Oh! I love France!
Tim There are 54 sites which are in danger.
Zoe How sad. I hope people can find a way to protect them. Hey, can I help you with the rest of the presentation? I loved this topic!
Tim I'd love that!
Zoe OK. I may search for some more facts about the sites for you tonight.
Tim Thank you very much, Zoe!

Tapescript 7.4 **Listen to the interview between a professor and a reporter about a World Heritage Site in Turkey. Which site are they talking about?**

P. 84

Reporter Hello dear professor, I would like to ask you some questions about Troy, the world-famous archaeological site in Turkey.
Professor Sure, I'll be glad to answer.
Reporter Firstly, where does the name Troy come from?
Professor It's the name of the city attacked in the Trojan War in the 12th century.
Reporter Where is the archaeological site of Troy?
Professor It's in Çanakkale, in the northwestern part of Turkey.
Reporter Why is Troy so famous in human history?
Professor Because the Trojan War took place here and the famous Greek author Homer wrote the story of this war in his epic poem Illiad.
Reporter Who discovered the ancient site in Çanakkale?
Professor A British archaeologist Frank Calvert was the first person to discover it.
Reporter When was it discovered?
Professor It was discovered in 1865.
Reporter And…

THEME 8

Tapescript 8.1 **Complete the dialogs with the expressions you hear.** P. 88

1- Susan I wonder why she is so popular. Do you know why?
Daisy Because she is a very talented actress. She has won the Oscar.
Susan Hmm, I see.

2- Jimmy You look very tired.
Tim I have just finished painting the fences. You know we have a big garden.
Jimmy Oh, that's true. You should rest.

3- Edith Have you ever been to Venice?
Tom Yes, once. It is an amazing city.
Edith I have never been there. I'd love to some day.

4- Paul You look gorgeous!
Barbara Thanks a lot, Paul. I have bought this dress for the ceremony.
Paul It really looks nice on you.

Tapescript 8.2 **Listen to the people talking about their health problems and put the pictures in the correct order.** P. 91

1. I sprained my ankle while I was playing basketball. So, I have to stay at home for a while.
2. I forgot to take my coat when I left home yesterday. Now, I've got a terrible sore throat. I think I must see a doctor.
3. I'm allergic to strawberry and I've eaten a big piece of strawberry pie. Guess what?! Now, I have a rash all over my face.
4. I cut my finger while I was making a salad. Luckily, it wasn't something serious.
5. Last night I fell off the ladder and hit my face. Now I have a black eye. That's so embarrassing.
6. I've caught flu again. I'm tired of having a runny nose and carrying tissues in my pocket.

THEME 8

Tapescript 8.3 **Listen to the dialogs and fill in the blanks.** P. 91

Dialog 1

Doctor Hello, what's the problem?
Patient I don't feel well.
Doctor What are your symptoms?
Patient I have an upset stomach.
Doctor OK. Do you have diarrhea too?
Patient No, not at all.
Doctor I see. Have you eaten anything different?
Patient I had a green salad at a café yesterday. My symptoms started after that.
Doctor Maybe the vegetables weren't fresh or well-washed. I won't prescribe you any medicine. Drink plenty of water and don't eat anything greasy.
Patient OK. Thanks.

Dialog 2

Doctor Come in, please. How can I help you?
Patient I have got a terrible headache and I cough a lot all day long.
Doctor Do you feel hot too?
Patient Oh, a little bit.
Doctor All right. I'll take your temperature. Hmm, it's 36.5. You don't really have a fever . Have you taken anything for headache?
Patient Yes. I only took painkillers. Do you think it's serious?
Doctor No, I don't think so. You should take the medicine that I'll prescribe for cough and rest at home for a while.

THEME 9

Tapescript 9.1 **Listen and tick which of the following they talk about.** P. 102

Attendant May I help you, ma'am?
Customer Yes, please.
Attendant This way, please.
Customer Mm... Do you have this one in a smaller size?
Attendant Yes, on the bottom shelf.
Customer Oh, great!
Attendant How many do you need?
Customer 6, please.
Attendant OK. I'll take them to the cash for you.
Customer That's very kind of you. By the way, may I pay by cheque?
Attendant Yes, you may.
Customer Thank you.

Tapescript 9.2 **Listen and tick which of the following they talk about.**

P. 103

Noah Hi, Mr Walker. It's Noah calling. Is Lisa there?
Mr Walker Hello, Noah. Yes, hang on a second.
Lisa Hey, Noah!
Noah Hi, Lisa! How are you?
Lisa Fine. It's a busy Sunday at home. What about you?
Noah Actually, I'm quite free today. Would you be interested in going to the movies in the afternoon?
Lisa It's very kind of you, but I'm afraid I won't be able to come. I have to help mom and dad with the garden.
Noah Oh, I see. Maybe in the evening then?
Lisa Sorry, I'd love to but my cousins are coming for dinner with my uncle. That's why we have to arrange the garden and get ready.
Noah OK.
Lisa Hey, would you care to join us? It's going to be fun.
Noah Sure, I would like that very much.
Lisa Great! Please come anytime you wish.
Noah I'll be there in an hour! Oh, do you want me to bring anything?
Lisa Why don't you bring the word game you have? We can play it with my cousins after dinner.
Noah That's a great idea! See you in a bit!

Tapescript 9.3 **Listen and tick which of the following they talk about.**

P. 105

Dialog 1

Allen Hey, Beatrice! I need to go to the shopping mall today. I'm going to return the green shirt that my sister gave me for my birthday.
Beatrice Why, Allen? I think it suits you very well.
Allen Yes, I really love it, but I don't feel very comfortable in it.
Beatrice Are you sure that the mall is open on Sundays?
Allen Yes, I checked the working hours this morning. It's open seven days a week.
Beatrice Alright then. Could you also go to the supermarket, please?
Allen Of course. What do you want me to get?
Beatrice Half a kilo of white cheese, a loaf of bread, two packets of biscuits, three bananas, a sack of rice, a kilo of apples and two bottles of fruit juice. That's all I guess.
Allen OK, wait a minute. I will add these to the shopping list.

Dialog 2

Clerk 1 May I help you?
Allen I would like to return this shirt and have a refund, please.
Clerk 1 Do you have the receipt?
Allen Yes, here you are.
Clerk 1 Can I ask you why you're returning it?
Allen It was a gift and it doesn't fit.
Clerk 1 You can change it for a different size if you wish.
Allen Oh, that would be great. Do you have a bigger size?
Clerk 1 Here you are, the same shirt in a bigger size.
Allen Can I try it on, please?
Clerk 1 Sure, the changing room is over there.
Allen This one is perfect, I'll take it.
Clerk 1 Is there anything else I can help you with?
Allen Could you tell me how to get to the supermarket from here, please?
Clerk 1 It is on the first floor. Take the escalator on the left and you will see it.
Allen Thank you so much. Have a nice day.

Dialog 3

Allen Excuse me! Do you work here?
Clerk 2 Yes. How can I help you?
Allen Where can I weigh my groceries?
Clerk 2 The scales are over there.
Allen Oh, I see them. Thanks.
Clerk 2 You are welcome.

Dialog 4

Cashier Are you in the queue?
Allen Yes, I'd like to buy these, please.
Cashier The total is thirty-nine pounds.
Allen Do you take credit cards?
Cashier This is a cash-only line. Would you like to go to another line?
Allen No, I can pay in cash. Here you are.
Cashier Thank you. Have a good day!

THEME 10

Tapescript 10.1 **In pairs, read the sentences and discuss the correct option in bold. Then, listen and check your answers.**

P. 111

A research by an American psychologist shows that the maximum number of friendships that an average person can maintain in real world is about 130. But what is that number on social media where the maximum number of friends permitted is 5000? According to social networking statistics, an average social media user has 250 online friends. Younger people have more online friends than older people because older people are more selective in choosing their friends.

However, Mary Haywood from Brighton was an exception. She became one of the oldest social media users at the age of 98 with the username "YoungMary1910". When she reached her 5000-friend limit on a social media platform Mybook, Ms. Haywood joined another social media platform named Photogram and continued her social networking. At the time of her death in April 2012, she had 4980 friends on Mybook and more than 60000 followers on Photogram. Ms. Haywood's last post was on March 6, 2012. It was, "Every new day is a new beginning".

Tapescript 10.2 **Listen to the news report and put the pictures in the correct order.**

P. 115

There was a burglary in one of the mansions last Friday. Jewels in a secret safe and some expensive paintings were stolen. The police investigated the burglary using the cameras of the mansion. They saw a burglar entering the house from the front door. The most amazing thing was that he called the giant dog with her name and fed her. When he went upstairs, he found the secret safe easily, opened it, and took the jewels. He also took the paintings on the first floor just before leaving the house. The burglar left the house and got in a black car. He drove fast to the city centre. Luckily, the police caught him soon because he forgot to cover the plate number of the car. The burglar told the police that it was an easy work because from an interview with the owner of the house, he learned that there was a safe behind the painting in the bedroom.

Tapescript 10.3 **Listen to Madison Blunt's Show and put the events in the Professor's story in the correct order (1-9).**

P. 118

Madison Hello everybody! Welcome to Madison's Blunt Show at home edition. I hope everyone is staying home safe and healthy. Today we're going to make a live chat with a very special person, a history professor from the Princeton University, Mr Jonathan Bruckberry. He is in Florence now and he is going to talk about a high- profile issue, the creativity of people in quarantine days. Can you tell us exactly how this happens professor?

Professor Well…yes, we all see that quarantine is bringing out the creativity in many people. It has always been the same for ages. Some people respond to suffering by turning into art, some into music, literature, or an invention.

Madison Definitely. Each day, we see people on social media compose lovely songs, write poems, cook interesting dishes, or furnish their homes…

Professor Did you know that Shakespeare wrote "Macbeth" and "King Lear" in quarantine days? He isolated himself and wrote these famous plays, all in 1606, during the plague. The Norwegian expressionist Edvard Munch, as you know, the artist of the famous painting "The Scream". He painted his self portrait after he survived from the Spanish Flu in 1919. But the most interesting one is the story of how Isaac Newton discovered the Gravity. Let me tell you. Newton was in his early twenties when the Great Plague hit London. It lasted from 1665 to 1666 and killed more than sixty-five thousand people. Newton was a college student at Cambridge in those days. When the Plague broke out, the school sent students home to continue their studies. Young Newton moved to his safe family farmhouse outside the city. At home, he built bookshelves and created a small office for himself. He continued his mathematical problems there. By the end of 1666, Newton invented the mathematical system called calculus. During his studies, he used to watch the apple tree outside his window. One day he saw an apple falling from a tree and it was the starting point of everything. "The force that pulls the apple down must be the same one that pulls the moon to the Earth," he murmured to himself. Six months later, Newton returned to Cambridge with the theories in his hands… (pause) You see, during a pandemic, he had to work from home like most of us and he used the time wisely.

Madison Absolutely amazing and an inspiring quarantine story, thank you for joining us and sharing your knowledge with us professor… What great inventions and beautiful pieces of art will COVID-19 leave behind? Who knows?

(they both laugh together)

Tapescript 10.4 **Listen to the Early Night TV Show with Dennis Woolf, hosting Dr Anish Mahajan. Number the host's questions in the order you hear.**

P. 120

TV Host Good evening ladies and gentlemen. Welcome back to the most watched show with Dennis Woolf on TV. Dr Anish Majahan from UCLA Medical Center is my guest tonight. Thank you for being on my show Dr Majahan. I really appreciate it as we're all having hard times.

Dr Majahan Very happy to be on your fantastic show. I am sure we'll overcome this disease, and we'll become as free as we have always been.

TV Host Thank you, Dr My viewers have asked you more than 40 interesting questions about coronavirus. And I'll ask you the top 5. Here's the first one. Is it possible to have the flu and coronavirus at the same time?

Dr Majahan Yes. You can suffer from the flu and coronavirus at the same time.

TV Host What do they have in common?

Dr Majahan Well, they share some common symptoms, such as fever and cough. But many coronavirus patients suffer from shortness of breath, and some people with coronavirus lose their senses of taste and smell.

TV Host Here is the next question. Can pets spread this coronavirus to people?

Dr Majahan There's no evidence that domestic animals including pets can spread COVID-19 to people. But it's better to wash your hands before and after any contact with them.

TV Host This question is still related to the previous one. You know a tiger has tested positive. So, can my pet get coronavirus from me?

Dr Majahan There are lots of unknown things about this virus, but If you are ill, wear a facemask, don't share food, kiss, or hug your pet.

TV Host A very interesting one's coming as the third. Should I stop wearing my contact lenses?

Dr Majahan Yes. Taking a break from contacts can help. Because you touch your eyes multiple times if you are a contact lenses wearer.

TV Host The fourth question is here. The summer is on the way. Can mosquitos transmit coronavirus?

Dr Majahan No. There's again no evidence mosquitos can spread the new coronavirus.

TV Host And the last question. Are some blood types able to fight this virus better than other blood types?

Dr Majahan Absolutely no. All of us can get this virus. I mean we haven't had a chance to build immunity yet.

TV Host Thanks for joining my show Dr Majahan. It's great to learn from you about this unknown and unexpected visitor. I hope it'll leave us soon.

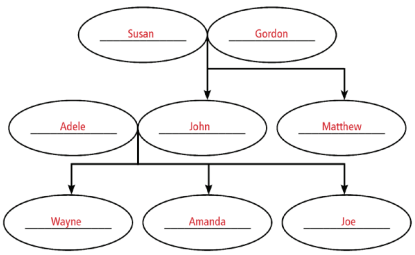
COMPETENCES • Students will be able to introduce themselves and their family members.

1 Read the first part of the conversation and do the exercises in Part A and Part B.

John Come in, Asafa. How nice to see you in our house. Make yourself at home.
Asafa Thanks, John. How are things?
John Not bad. What about you? How is the hotel, and your first days in the city?
Asafa Everything is OK. I think, it is a nice start.
John Oh, great. By the way, meet my wife Adele. She is a medical doctor. Originally, she is French.
Asafa Hmm… French, and John, you're English. A European couple in New York.
Adele That's right, Asafa. Nice to meet you.
Asafa Nice to meet you, Adele. By the way, I can't see the kids around. Where are they?
John They are not home now.
Asafa You've got three children, am I right?
John You are. You have a nice memory. Oh, look! This is our family picture on the wall. We are all here in this picture. Let me show you. This is my elder son, Wayne. He is 26. He is in New Zealand now.
Asafa Oh, what does he do for a living, there?
John He is a hairdresser. He has got a big hair salon there.
Asafa That's good. What about the others?
John Well, this is my daughter, Amanda. She is 17. She is a high school student. She is on a school trip in New Jersey now with her friends, and finally, my sweetie, Joe. Just out for a visit to a classmate. He is 15.
Adele My children are really lucky. Their family is big. I'm an only child.
Asafa Oh, and this old woman. Who is she?
John Well, that's my mother, Susan. She is sometimes with us on summer holidays. In winter, she is in the UK with Daddy. And this is my brother Mathew next to her. My dear brother, a professor in Hungary, now. My father, Gordon, is not in this picture. I don't remember why.
Adele Asafa, your English is very good. How many languages can you speak? Can you speak any French, too?
Asafa Well… I can speak English and a bit of German and French. Foreign languages are very important for us, I mean, academics like John and me.
Adele You're truly international, Asafa.
…

COMPETENCES • Students will be able to find specific information in a simple text about jobs/nationalities/countries.
• Students will be able to detect specific information about jobs/countries/nationalities.

PART A. Below is John's Family Tree. Write the names in the frames according to the conversation.



PART B. Read the conversation again and fill in the table below.

Person	Country of Origin	Age	Job	Location/Where Now
Adele	France	—	Doctor	New York/The USA
John	England/The UK	—	Academic	New York/The USA
Gordon	The UK	—	—	The UK
Susan	The UK	—	—	The UK
Wayne	—	26	Hairdresser	New Zealand
Amanda	—	17	Student	New Jersey
Joe	—	15	—	New York/The USA
Asafa	Jamaica	—	Academic	New York/The USA
Matthew	England/The UK	—	Academic/Professor	Hungary

2 Listen to second part of the conversation and fill in the blanks with words from the box.
Tapescript 1.1

son	daughter	grandson	wife x 2	in-laws

1. Asafa's ___wife___ is Shannon.
2. Jay is the name of Asafa's ___son___.
3. Calvin is Asafa's ___grandson___.
4. Kishana is Jay's ___wife___.
5. Asafa's ___daughter___ is Carla.
6. Akilah and Samuel are Asafa's ___in-laws___.

COMPETENCES • Students will be able to ask and answer about their personal belongings.

3 Look at the luggage carousel picture and fill in the blanks using possessive 's.

1. Liz and ___Bill's___ next flight is at 4.
2. ___Dan's___ friend is Matthew.
3. ___Debbie's___ name is on the suitcase.
4. It's not Mary's suitcase. It is ___Linda Thomson's___.

4 What are countries famous for? Look at the countries in the box and discuss in groups. Then, fill in the blanks.

Greece	Egypt	The U.S.A.	China	Russia	Norway	Italy	India
The U.K.	Portugal	Switzerland	France	German	Japan	Argentina	

1. ___France___ is also famous for the Eiffel Tower.
2. Explorer Vasco da Gama was from ___Portugal___.
3. The Statue of Liberty is a landmark of New York City in ___The USA___.
4. Taj Mahal is one of the seven wonders of the World. It is in ___India___.
5. ___Germany___ has got 4 World Cups in football.
6. Buenos Aires is the capital city of ___Argentina___.
7. Rhodes and Crete are islands of ___Greece___.
8. Tokyo is the capital city of ___Japan___.
9. Pisa Tower is a touristic attraction in ___Italy___.
10. England, Wales, Scotland and Northern Ireland (Eire) are parts of ___The UK___.
11. Tsars of ___Russia___ are important in history.
12. The Great Wall of ___China___ is very long.
13. ___Switzerland___ is also famous for its chocolate.
14. Oslo is the well-known city and capital of ___Norway___.
15. The River Nile is a treasure for ___Egypt___ and Africa.

COMPETENCES • Students will be able to detect specific information about jobs/countries/nationalities.

5 Work in pairs. Study the pictures about world famous items/sites/people of countries. Write the nationalities to complete the phrases given. Choose from the box. You can search on the Net.

French	Egyptian	Portuguese	Chinese	Italian	Norwegian	Swiss	Greek
British	American	Russian	Indian	German	Japanese	Argentinian	

1 ___Italian___ pizza

2 ___British___ Royal Family

3 ___Norwegian___ fjord

4 ___Swiss___ watch

5 ___Portuguese___ footballer

6 ___Chinese___ dragon

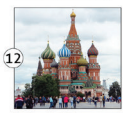
7 ___Greek___ island

8 ___American___ movie industry

9 ___Indian___ sari

10 ___Japanese___ kimono

11 famous ___Argentinian___ footballer


12 ___Russian___ palace

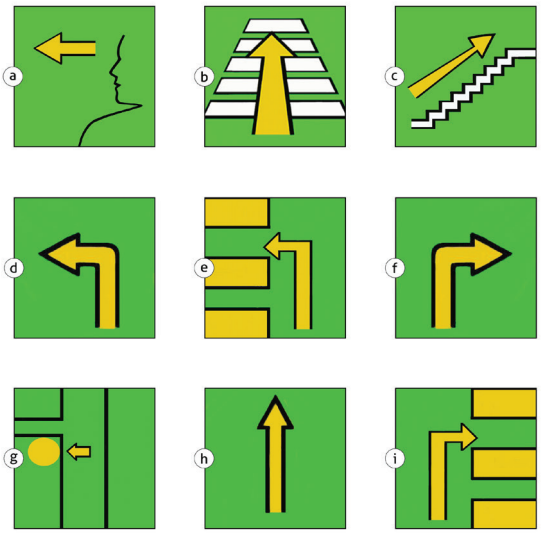
13 ___German___ car/s

14 ___Egyptian___ pyramid

15 ___French___ perfume

COMPETENCES • Students will be able to ask for and give simple directions in simple phrases.

6 Match the phrases for giving directions to the images.



d 1. Turn left.
g 2. It's on the corner.
e 3. Take the second turning on the left.
h 4. Go straight ahead.
c 5. Go upstairs.
f 6. Turn right.
i 7. Take the second turning on the right.
b 8. Cross the street.
a 9. It's on your right.

COMPETENCES • Students will be able to ask for and give simple directions in simple phrases.

7 Work in pairs. Use the following city map. Ask and give directions to Iowa Chop House. Then, act out your dialog. (You can ask and give directions to the places of your choice on the map.)

Write your dialog here.

STUDENTS' OWN ANSWERS

COMPETENCES • Students will be able to identify frequently used vocabulary for greetings and conversations in a simple recorded text.
• Students will be able to introduce themselves and their family members.

8 Listen to the dialog. Tick the words and phrases you hear for greetings. Tapescript 1.2

- [x] 1. Hello!/Hi!
- [ ] 2. Catch you later!
- [ ] 3. Good afternoon!
- [x] 4. How are you?
- [ ] 5. What's up?
- [ ] 6. Long time no see.
- [x] 7. How is it going?
- [x] 8. Great to see you again.

9 Read the dialog between Mave and the teacher. Complete it with the given sentences.

- I'm 16 years old.
- My dad, Barry, is a psychologist.
- Mary, is an IT engineer.
- Her name's Marie.
- What does she do?
- Please introduce yourself briefly.

Teacher Hi, everyone! Here is our new friend, Mave. You're very welcome to our class. (1) Please introduce yourself briefly.
Mave Hi. My name's Mave. (2) I'm 16 years old. I love maths and biology. Also, I'm good at ball games. I've got a silver medal in tennis. And, I'm very happy to be here.
Teacher Are you new in Dublin?
Mave Yes, we have just moved here from Belfast. My mom has started a new job.
Teacher How nice! (3) What does she do? Tell us something about your family.
Mave Well, my mom, (4) Mary, is an IT engineer. She develops applications for mobile phone operators. (5) My dad, Barry, is a psychologist. I also have a twin sister. (6) Her name's Marie.
Teacher Thank you very much, Mave. Please have a seat. We will have more time to get to know each other.

10 Prepare a dialog with your pa STUDENTS' OWN ANSWERS he classroom.

11 Order the sentences to make a meaningful dialog.

2 Hi, Mandy. I'm fine, thanks a lot. How about you?
6 Oh! It is cool. High school or university?
4 Hi, Maria. Nice to meet you. Are you German?
8 How nice. I have to leave for my class now. Hope to see you again. Enjoy your time here, Maria.
5 Nice to meet you, too. No, I am Mexican. I live in Germany to study.
7 I am an undergraduate student. This is my first year at university.
9 Thank you. Bye.
1 Hi, Sam. What a nice surprise! It is good to see you again. How is it going?
3 I'm fine, thank you. This is my friend Maria. She lives in Germany. She is here just for a week.

COMPETENCES • Students will be able to introduce themselves and their family members.

12 Read the dialog between Luka and the interviewer. Fill in the blanks with the given sentences.

a. Do you have children
b. She is an accountant
c. Are you married
d. Well, my father, Dean is 65 and my mother, Enya is 62 years old
e. What do they do
f. Can you tell us a little bit about yourself

Interviewer Hello! We are doing a little research about Zagreb's population. Can I ask you a few questions if it is possible?
Luka Sure.
Interviewer (1) f?
Luka My name is Luka and I'm 42. I've lived in Zagreb since I was born. I'm a sales manager at an international company.
Interviewer Nice to meet you, Luka. (2) c?
Luka Yes, I am married. My wife, Adriana, is an Italian. She is 40 years old.
Interviewer What does she do?
Luka (3) b.
Interviewer (4) a?
Luka Yes, we have two children. A girl and a boy. Our daughter's name is Bianca. She is 16 years old and goes to high school. Our son's name is Marko and he is only 10 years old.
Interviewer Where do you live in Zagreb?
Luka We live in a suburb of Zagreb. It's a nice neighborhood close to the city centre.
Interviewer Are you happy to live there?
Luka Yes, certainly. I feel lucky because we live close to my mom and dad.
Interviewer Big chance! Tell us something about your parents. (5) e?
Luka (6) d. They are both retired and live with my younger brother, Levin. He is 19 years old. He's a student. He is an awesome uncle. The kids have a lot of fun with him.

COMPETENCES • Students will be able to detect specific information about jobs/countries/nationalities.

13 Write the nationalities.

FRANCE	POLAND	SWITZERLAND	ITALY	INDIA
French	Polish	Swiss	Italian	Indian

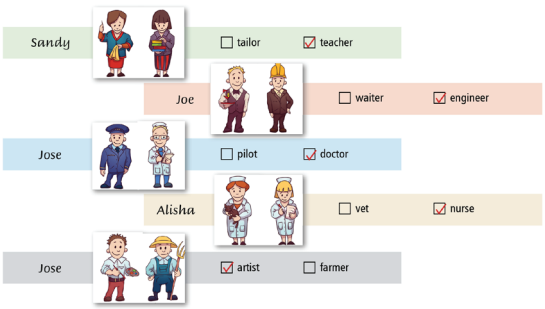
MEXICO	BRITAIN	GERMANY	SPAIN	CHINA
Mexican	British	German	Spanish	Chinese

14 Listen to the dialog and tick the countries or nationalities you hear in Part 13. Tapescript 1.3

15 Listen to the dialog again and match the names with the nationalities.

b 1. Sandy/Joe	a. Indian
c 2. Jose	b. British
a 3. Alisha	c. Mexican
d 4. Noah	d. Swiss

16 Listen again and tick the correct option.



Sandy	☐ tailor	☑ teacher
Joe	☐ waiter	☑ engineer
Jose	☐ pilot	☑ doctor
Alisha	☐ vet	☑ nurse
Jose	☑ artist	☐ farmer

COMPETENCES • Students will be able to find specific information in a simple text about jobs/nationalities/countries.
• Students will be able to ask and answer about their personal belongings.

17 Read the text and write one word in each blank.

Hello, I'm Blanca. I'm from Spain. I teach Spanish online. I have students from all over the world. Some of my students are my friends now. Pierre and Marie are from France. They are doctors. William is a British author. Lena is from Poland. She is a dentist. Fabio and Anita are Italian. Fabio is a journalist and Anita is a photographer. We want to travel to India together this summer.

1. Blanca is a/an Spanish teacher.
2. Pierre and Marie are French doctors.
3. William is from Britain.
4. Blanca has a dentist friend from Poland.
5. Fabio and Anita are from Italy.
6. They all want to go to India this summer.

18 What has Alice got in her backpack? Tick the boxes and say.

Hi, I'm Alice. I'm a student in a language school here in Cambridge. I have got a passport, a purse, a map in my backpack. My mobile phone and my keys are also in it.

19 Work in pairs. Ask and answer questions about the things in your backpack as in the example.

E.g. A: What have you got in your backpack?
B: I have got my books in my backpack.

STUDENTS' OWN ANSWERS

COMPETENCES • Students will be able to recognize familiar names, words and very basic phrases in simple texts such as postcards, greeting cards and e-mails.
• Students will be able to ask for and give simple directions in simple phrases.

20 Read the postcard and answer the questions.

Paul E. Campbell
246 North Street
Wrington, Blenheim 7201
New Zealand
Dec. 12, 2020

POSTCARD

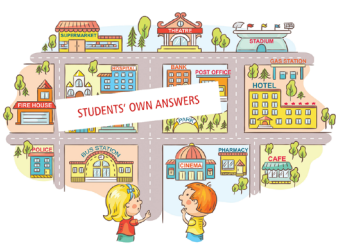
Dear Anna,
Greetings from New Zealand! I'm finally here and this country is amazing. The weather is super nice. It's really interesting because it's December and it is summer here.
I have two weeks to explore this country. The nature is wonderful. This week, I will see the Pollard Park. It's a very famous park which has many different gardens in it. Next week, I will explore the city life. I will start with the Bleinheim Palace. I'm very excited.
Wish you were here!
Paul

Anna R. Purnell
4460 Wayside Lane Street
Fremont, CA
94538
California, USA

1. Who is the postcard from? Paul E Campbell.
2. Who is the postcard to? Anna R Purnell.
3. Where is the sender? Blenheim, New Zealand.
4. Where is the receiver? California, USA.
5. What's the weather like? It's super nice.
6. What places will the sender visit? The Pollard Park and the Bleinheim Palace

21 Look at the map below. Work in pairs. Ask for and give directions to the places given as in the example.

Matt Excuse me, can you speak English?
Rosie Yes, I can. What can I do for you?
Matt I can't find my way to the pharmacy. Can you tell me the easiest way, please?
Rosie No worries, it's near here. Walk along the street and take the first turning on the right. Go straight ahead. It's near the cinema, opposite the café.
Matt Thank you very much!



COMPETENCES • Students will be able to write simple sentences and phrases (a postcard, an e-mail or a hotel registration form).

22 Read Edward's email and fill in the blanks with the words below.

penfriends	new	am	brother	live

New Message

To: juliasenders@fmail.com

Subject: Hello from England

Hello Julia,

I (1) am Edward Stone. I am fifteen years old. I (2) live in Liverpool, England. I have a sister and a (3) brother. I enjoy meeting (4) new people on the Net. I hope we can be (5) penfriends. ☺
Catch you later,
Edward.

SEND

23 Look at the example above and write an email to a friend.

New Message

To:

Subject:

STUDENTS' OWN ANSWERS

SEND

COMPETENCES
- Students will be able to locate the things as they listen to information about the instructions.
- Students will be able to describe different environments in simple sentences and phrases.
- Students will be able to ask and answer questions about location of things and places.

1 Put the household items into the correct boxes. More than one option is possible.

lamp	chair	sofa	shower	refrigerator	oven	bedside table	armchair
table	bed	sink	curtains	toilet	wardrobe	television	bathtub

LIVING ROOM	BATHROOM	KITCHEN	BEDROOM
sofa, lamp, curtains, armchair, television	toilet, sink, lamp, bathtub, shower	oven, table, curtains, refrigerator, chair, lamp	bed, wardrobe, lamp, curtains, bedside table

2 Listen to Mike and his colleague David. Tick the expressions you hear. Tapescript 2.1

1. I have good news for you. ☑
2. It's on the second floor. ☑
3. Is it large or small? ☐
4. There is no furniture. ☐
5. There is a washing machine in the kitchen. ☐
6. The bedrooms are with full baths. ☑

3 Listen to the dialog again and decide whether the sentences are TRUE (T) or FALSE (F).

1. F Mike is with Kevin now.
2. F The flat is far from the work.
3. T There is a dishwasher in the kitchen.
4. F There are three bedrooms in the flat.
5. T There are full baths in the bedrooms.
6. T Mike will call back later.

4 Look at the house. Write what there is/are in the rooms. Use the prepositions of place.

E.g. There is a television next to the sofa.

1. There is a sofa between the television and the lamp.
2. There are two chairs next to the table.
3. There is a vase on the table.
4. There is an oven next to the drawers.
5. There is a refrigerator next to the drawers.
6. There is a bathtub between the sink and the toilet.
7. There is a wardrobe next to the bedside table.
8. There is a bed between the bedside tables.
9. There are books in the bookcase.
10. There is a computer on the desk.

COMPETENCES
- Students will be able to ask about and describe their neighbourhood.
- Students will be able to compare people, places and objects around them.
- Students will be able to describe different environments in simple sentences and phrases.

5 Complete the sentences in Column A with a suitable ending from Column B.

Column A

A good neighborhood ...
1. is safe. c
2. has better education opportunities. e
3. is near medical services. a
4. is family-friendly. d
5. has better public transportation services. f
6. has better entertainment opportunities. b

Column B

a. Access to medical centers is easier and quicker.
b. Cinemas, theaters, restaurants and cafes are of higher quality.
c. The crime rate is lower.
d. The people are friendlier and more respectful.
e. Good and modern schools are more accessible.
f. It is nearer to bus stops, underground, tram, etc.

6 Discuss the qualities of a good neighborhood. Tick the ones that are important to you and add one more quality.

Modern schools ☐
Nearness to city center ☐
Safety ☐
Nearness to malls ☐
...ss to medical services ☐
... of sports facilities ☐
Nearness to ... transportation ☐
Entertainment opportunities ☐

STUDENTS' OWN ANSWERS

7 Write a description of your dream summer house and its neighborhood. Write about its size, rooms, furniture, garden, location, neighborhood, etc.

My dream summer house

STUDENTS' OWN ANSWERS

COMPETENCES
- Students will be able to read a simple text for specific information about their neighbourhood/city etc.

8 Read the dialog and answer the questions.

Cindy Oh, you're on the computer again.
Jim Yes, I'm just shopping.
Cindy What are you looking for?
Jim A watch.
Cindy I know this website. It has 3D security so it's **safer**, and also **cheaper**.
Jim Yes. Its delivery time is also **shorter** than the others. It's got **more** watches than any other websites. By the way, I need your help.
Cindy Sure. What's wrong with your watch?
Jim This is my watch. It isn't as cool as I want.
Cindy What do you mean?
Jim I want a **more fashionable** watch with a steel wristband and a **larger** bezel.
Cindy But a watch with a steel wristband and a large bezel is usually **heavier**.
Jim It doesn't matter, heavier or **lighter**. I want a **more charismatic** one. A-ha, here! This is the one I'm looking for.
Cindy I'm afraid this one is not **better** than yours. I also think it is not healthy for you. You should wear a watch with **less** weight.
Jim I don't care. Just cooler and more charismatic!
Cindy Come on, Jim. You should be **more sensible**.

1. Why is the shopping website safer according to Cindy?
   Because it has 3D Security.
2. Why doesn't Jim like his watch?
   Because it isn't as cool as he wants.
3. What does Cindy advise Jim about the watch?
   She advises him to wear a watch with less weight.
4. Are Cindy and Jim of the same opinion?
   No, they aren't.
5. Who do you think is right? Why?
   Students' own answers.

9 Study carefully the words in bold in the dialog and fill in the table below.

1. safe - safer
2. cheap - cheaper
3. short - shorter
4. many/much - more
5. fashionable - more fashionable
6. large - larger
7. heavy - heavier
8. light - lighter
9. little - less
10. charismatic - more charismatic
11. good - better
12. sensible - more sensible

COMPETENCES
- Students will be able to compare people, places and objects around them.

10 Rewrite the sentences using the comparative forms of the adjectives.

1. History is not as difficult as Science to me.
   Science is more difficult than History./History is easier than Science.
2. I'm 39 years old. My best friend is 45 years old.
   My best friend is older than me./I'm younger than my best friend.
3. The population of Mersin is about 2.000.000. The population of İzmir is about 4.300.000.
   İzmir is more crowded than Mersin./Mersin is less crowded than İzmir.
4. It is 6 °C in Erzurum now. It is 21 °C in Antalya.
   Erzurum is colder than Antalya./Antalya is hotter than Erzurum.
5. A laptop PC is only about 2 kg. A desktop PC is more than 10 kg.
   A laptop PC is lighter than a desktop PC./A desktop PC is heavier than a laptop PC.

11 Look at the profiles of two basketball players below. Which one do you think would be a better transfer? Discuss. Give reasons. Use comparative forms of the adjectives given below and your own adjectives.

young	experienced	expensive	short
cheap	tall	heavy	successful

EGE ÖZDEMİR		KAAN AKAR	
AGE:	18	AGE:	30
HEIGHT:	203 cm.	HEIGHT:	205 cm.
WEIGHT:	101 kg.	WEIGHT:	98 kg.
POSITION:	Power Forward	POSITION:	Power Forward
VALUE:	€250.000	VALUE:	$100.000
TEAMS:	İzmir College U-14, U-16, U-18 Turkish U-18 National Team.	TEAMS:	...anbul College U-14, U-16, U-18 ...asketbol Gelişim S.K.–2008-2012 İstanbul Basketball Cl.–2012-2016 Ankara Basketball Aca. 2016-2019
AWARDS:	İzmir Cup Championship–20... Best Young Player Award–2018 Top Scorer in U-18 League–2019	AWARDS:	İstanbul Cup Championship–2008
STATISTICS:	Points Per Game: 20.7 Assists Per Game: 5.3 Rebounds Per Game: 10.2	STATISTICS:	Points Per Game: 14.5 Assists Per Game: 5.1 Rebounds Per Game: 9.5

STUDENTS' OWN ANSWERS

COMPETENCES • Students will be able to ask and answer questions about the location of things and places.

12 Read the text and answer the questions.

Tim lives on Rose Street. It's a small street with a few houses. All of the houses are big and detached with three bedrooms and big balconies. Tim's neighbors are friendly and helpful. Mike and Ted are his best friends. They live next door to him. At the end of the street, there are two shops: a bakery and a butcher's. Tim's mom and dad live round the corner near the post office where there are many shops. Two of Tim's friends, Robert and Jane, live across the street from Tim's parents on Oxford Street. When Tim goes to the post office, he leaves his dirty clothes to his parents and his mum washes them for him. Tim likes the location of his house very much because it's not far away from his workplace. He walks to work with Mike to Queens Street and it takes only 10 minutes. Mike's office is near Tim's workplace, just opposite it. Tim doesn't like where he works because it is small, dirty and smelly. When Tim goes home, he feels happy because his road is so pretty and green and his neighbors are so lovely.

1. Where do Mike and Ted live? They live next door to Tim.
2. Where do Tim's parents live? They live round the corner near the post office.
3. Why does Tim like the location of his house? Because it's not far away from his workplace.
4. Does Tim like his workplace? Why/Why not? No, because it is small, dirty and smelly.
5. How does Tim feel when he goes home? He feels happy.

13 Answer the questions about your neighborhood.

1. What are there in your neighborhood? STUDENTS' OWN ANSWERS
2. Is your neighborhood big or small?
3. Do you have a lot of neighbors?
4. Is your neighborhood calm or noisy?
5. Is there too much traffic in your neighborhood?
6. Do you like living in your neighborhood? Why?

COMPETENCES • Students will be able to compare people, places and objects around them.

14 Fill in the blanks with the words given in the box.

pharmacy	bookstore	animal shelter	kiosk	restaurant
bank	hospital	cafe	shopping malls	bakery

1. I looked for a pharmacy to buy some pills and finally I found one on that street.
2. Mr. and Mrs. Swift go to a restaurant for dinner every weekend.
3. Jeremy meets his friends in a cafe after school. They chat and drink coffee there.
4. My sister wants to adopt a puppy from an animal shelter but my mother doesn't allow her.
5. People prefer shopping malls because they can find and buy anything they need in a short time.
6. We need to withdraw some money. Let's go to the bank.
7. You can find newspapers and magazines in that kiosk.
8. This bookstore has a wonderful campaign for readers this week: 3 books for $10.
9. My son has a stomachache so I'm taking him to hospital to see a doctor.
10. Liz always buys bread from the bakery next to the park.

15 Use the words in brackets to form a question. Then, answer as in the example.

E.g. (what/crowded city/your country?)
What is the most crowded city in your country? İstanbul is the most crowded city in our country.

1. (what/large planet/the solar system?)
What is the largest planet in the solar system? Jupiter is the largest planet in the solar system.
2. (what/popular sport/your country?)
What is the most popular sport in your country? Football is the most popular sport in our country.
3. (what/cold city/your country?)
What is the coldest city in your country? Erzurum is the coldest city in our country.
4. (what/long river/your country?)
What is the longest river in your country? Kızılırmak is the longest river in our country.
5. (what/high mountain/the world?)
What is the highest mountain in the world? Mount Everest is the highest mountain in the world.
6. (what/fast animal/the earth?)
What is the fastest animal in the world? A cheetah is the fastest animal in the world.

COMPETENCES • Students will be able to locate things as they listen to information about the instructions.
• Students will be able to ask and answer questions about the location of things and places.

16 Look at Maya's room below and fill in the blanks with one word.

E.g. There is a cat on the chair.

1. There is a waste bin under the desk.
2. There are some clothes on the floor.
3. There is a bedside table between the desk and the bed.
4. There is a cushion in front of the radiator.
5. There is a school bag behind Maya.

17 Listen to the dialog between Maya and her mom. Relocate the items below in the picture. Tapescript 2.2

18 Order the sentences to make a meaningful dialog.

1 Hi, Janie. How are you doing?
8 On the desk, of course.
6 Hmm... I have my bed there. Maybe, I can put mine next to the door.
2 Hey, nice to hear from you, Ila. I'm still busy organising my room.
5 Lighting is very important for me, so it is in front of the window.
3 Do you need any help?
7 Why not? Where will you put your computer?
4 Oh, please. I can't decide where to put my desk. Where is yours?

19 Prepare a similar dialog with your partner and act it out in the classroom. STUDENTS' OWN ANSWERS

COMPETENCES • Students will be able to read a simple text for specific information about their neighborhood, city, etc.
• Students will be able to describe different environments in simple sentences and phrases.

20 Read the paragraph and choose the correct option to complete it according to the picture.

I live in a neighborhood called Tyne. I've been living here since I was born. This is the view I see when I look out of my window. On sunny days, you can see many people out there. There is a park (1) ___ my flat. (2) ___ the crossroads, there is a police station and now a police officer is standing (3) ___ it. At the other corner of the crossroads, there is a school. (4) ___ the school you can see the cafe. Also, there is a patisserie (5) ___ the black building and the hotel. I really love it here.

1.	(a.) in front of	b. between	c. behind
2.	a. Next to	b. In front of	(c.) At the corner of
3.	a. opposite of	b. between	(c.) in front of
4.	a. Next to	b. Above	(c.) Opposite
5.	(a.) between	b. next to	c. at the corner of

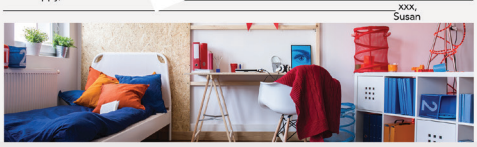
21 Look at the picture and complete Susan's email. Write at least five sentences.

New Message

To:

Subject:

Hi, Jasmine,
Here is my room. I love spending t… is in front of the window. When I see the sun in the mornings, I feel very happ… plants on the windowsill. I'm sure the sunlight makes them happy, too. There is a clo…
STUDENTS' OWN ANSWERS
xxx,
Susan



SEND

COMPETENCES
- Students will be able to respond to the questions related to the topic of a recorded text/video
- Students will be able to read a simple text for specific information about their neighborhood, city, etc.

22 Listen to the dialog between Tom and Niki. Tick Tom's living room. Tapescript 2.3

23 Listen to the dialog again and answer the questions.

1. Where is the TV? It is opposite the couch.
2. What is Tom's plan after reading a book? He will prepare something delicious for himself.
3. Where is the kitchen? The kitchen is next to the living room.

24 Read Linda's email and write true (T) or false (F).

New Message

To:

Subject:

Hi, Jen,
Greetings from Vienna. Finally, I've settled in my small flat. This is my third week here. After the quiet life in Devon, life in Vienna is very lively, and I think I'm getting used to it. Here is a photo of my new neighborhood from my balcony. Let me tell you a little bit about it. Here is one of the most crowded districts of Vienna, and I live in Graben Street. It is quite a long and well-known street for shopping. I can see the beginning of the street from my balcony. It is full of cafes, restaurants and famous shopping brands. Our favorite clothing brand ZZSA has a huge store in the middle of the street, and I visit there almost every day. There is a famous restaurant next to it and they make the best Wienerschnitzel in the city. You should definitely try it when you come to visit me. Also, there is a big opera house at the end of the street. It is half an hour walking distance from my home. I usually go and watch concerts there on Sundays. That's all for now. I hope all is well with you.

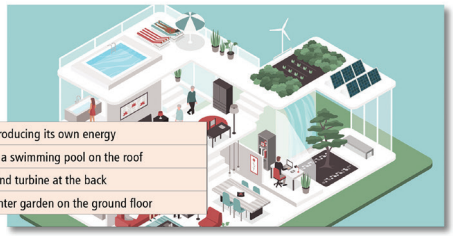
Linda

SEND

F 1. Linda lives in one of the quietest districts of Vienna.
F 2. Linda's favorite clothing brand has a shop at the corner of the street.
T 3. The restaurant where you can eat Wienerschnitzel is in the middle of the street.
F 4. If you want to watch live opera performances, you should walk to the beginning of the street.
F 5. Linda can walk to the end of the street in a few minutes.
T 6. Linda goes to the opera house on Sundays.

COMPETENCES
- Students will be able to ask and answer questions about the location of things and places.

25 Look at the picture and complete the conversation with the given sentences.



I think it is producing its own energy
There is also a swimming pool on the roof
There is a wind turbine at the back
Is there a winter garden on the ground floor

Tim Look at that picture! What an interesting house! There are lots of trees on the roof.
Oliver Cool! I think it is producing its own energy.
Tim I think so. There is a wind turbine at the back and some solar energy panels on the roof.
Oliver There is also a swimming pool on the roof, it looks so fun.
Tim Yes. Is there a winter garden on the ground floor?
Oliver I think yes, but I'm not sure.

26 Look at the picture and prepare a similar dialog as in Part 21 with your partner. Act it out in the classroom.

COMPETENCES
- Students will be able to fill in a chart comparing cities in different countries.

27 Fill in the chart according to the given information.

	OSLO	DUBAI
area	454 km²	4.144 km²
population	681.000	3.000.000
climate	average yearly temperature 3.8 °C	average yearly temperature 26.7 °C
architecture	old	modern
small/big	Oslo is smaller than Dubai.	Dubai is bigger than Oslo.
hot/cold	Oslo is colder than Dubai.	Dubai is hotter than Oslo.
quiet/busy	Oslo is quieter than Dubai.	Dubai is more modern than Oslo.
old/modern	Oslo is older than Dubai.	Dubai is busier than Oslo.

28 Order the cities to complete the chart according the given information.

- Tokyo is one of the most populated cities in the world with 9,2 million people. It covers an area of approximately 2,188 square km². The climate in Tokyo is fairly mild, and the average temperature is 16 °C. There aren't big changes in temperature throughout the year and that's why the city welcomes millions of tourists in all seasons. The city hosts nearly 4.7 million tourists each year.
- As its history dates back to ancient times, Rome has many historical wonders. It is one of the most tourist-attracting cities in the world with more than 7 million visitors annually. Rome has nearly 3 million residents, and it covers an area of 1285 km². Because the city is in the Mediterranean climatic zone, summers can be really hot and dry. The average temperature is 15 °C.
- Berlin is the largest city of Germany by both in area and population. It is home to approximately 4 million people and it covers an area of nearly 891.8 km². The weather conditions are unpredictable in the city, and the average yearly temperature is 9.1 °C. It is known as one of the world's top business centers, so trips to Berlin are generally business visits rather than tourist trips.

	Population	Climate	Area	Number of visitors
1st	Tokyo	Tokyo	Tokyo	Rome
2nd	Berlin	Rome	Rome	Tokyo
3rd	Rome	Berlin	Berlin	Berlin

COMPETENCES
- Students will be able to compare people, places and objects around them.
- Students will be able to ask about and describe their neighborhood

29 Complete the conversation with the given sentences.

a. I have smaller ones here
b. What is your room like
c. It is much more modern than Oslo
d. So, compared to Oslo, it is more crowded
e. It is definitely faster here
f. Actually, it is a safer place than I expected
g. Tell me a little bit about Dubai and your neighborhood

Mina Hi, Inge. How is it going? How's your new life in Dubai?
Inge Hi, Mina. Well, I'm trying to get used to it. There are so many differences between Oslo and Dubai. Almost everything!
Mina I guess they have a completely different culture. g.
Inge First of all, Dubai is bigger than Oslo, almost 10 times! d. Also, the weather is much hotter than Oslo. It is boiling, especially in summer.
Mina What about the city? What are Dubaian people like?
Inge You should come and see the architecture. It is amazing. The city center is full of charming skyscrapers that I cannot take my eyes off. c. However, people are very helpful, and I feel safe here. f.
Mina I'm happy for you. b?
Inge I'm staying in a small room here unlike Oslo. Instead of having a big table and a screen, a. But the best thing in my room is the speed of the Internet. e.
Mina Everything is fine, then.
Inge Yes, for now. But I miss you and my family so much. I hope to see you soon.

30 Look at the chart below and prepare a short dialog with your partner to compare two cities. Act it out in the classroom.

	NEW YORK	ISTANBUL
area	783.8 km²	5.343 km²
population	8.623.000	16.000.000
climate	12.11 °C	14.1 °C
architecture	modern	old

A. _____ _____ _____ _____.
B. _____ STUDENTS' OWN ANSWERS _____ _____.

COMPETENCES
- Students will be able to express their opinions about free time activities.

1 Read the dialog and underline the words/expressions related to hobbies and interests.

...

Presenter And, John Sanders... I'm sure your fans are curious about your everyday life.
John Sanders Are they?
Presenter No doubt. Your free time choices, hobbies, interests, for example. What are they?
John Sanders Tough question… Actually, I don't have much free time. But I have hobbies, of course. I'm a member of a trekking club because I'm fond of nature and it's relaxing. I love it in nature; birds, trees, fresh air, team spirit, cooperation. I really love it. It's a kind of meditation.
Presenter Cool! You are right here. Personally, I think nature is a nice way of relaxation.
John Sanders Absolutely!
Presenter But I prefer indoor activities to outdoor activities.

John Sanders Nice for you, then. You are often in this studio, it is your favorite place, I guess.
Presenter Definitely. Is that all about you?
John Sanders Of course, not. I'm also interested in basketball. Nice combination of skills and strength. I often go to matches.
Presenter That's cool!
John Sanders Yes. Actually, it's not only basketball. I'm into other sports, as well. Football, volleyball, tennis… I'd love to do court sports, but I'm not cut out for them. I mean, physically I'm not good enough. Anyway, I prefer watching to playing. It's easier.
Presenter I like watching sports, too. I also enjoy watching documentaries. They are exciting and I can learn a lot from them. Much better than silly dating programs. I hate watching them because I think they are waste of time.
John Sanders Definitely.

2 Read the dialog again and fill in the chart below.

	Hobbies/Interests	Reason
John Sanders	Trekking	He is fond of nature./It is relaxing.
	Basketball	It is a nice combination of skills and strength.
Presenter	Studio work	There is no better place for him./It is his favorite place.
	Watching documentaries	They are exciting and informative.

COMPETENCES
- Students will be able to express their opinions about free time activities.
- Students will be able to talk about their preferences of hobbies and free time activities.

3 Look at the pictures of free time activities, hobbies and interests. Choose two and express your opinions on them. Give reasons as in the example.

pottery

cooking and baking

baking

knitting

jogging

birdwatching

gardening

charcoal painting

STUDENTS' OWN ANSWERS

E.g. I love pottery because it's relaxing.

4 Read the dialog and fill in the chart.

Alicia Hi, Duncan, how is it going?
Duncan Everything is OK, but you know, I'm new here and I'm a little bit bored.
Alicia Oh, I see. There are many clubs, you can join one. Personally, I'm fond of taking pictures, so I'm in the photography club. Why don't you join us?
Duncan Well, that's cool but not very me. I'm not interested in photography.
Alicia No problem. There are many other choices. I also enjoy cooking. If you ask me, it's ideal for you. You are on your own, learn and cook yourself.
Duncan Err… I hate cooking. I prefer eating out to cooking.
Alicia Oh my goodness! Trekking, hiking, birdwatching, cycling, painting, pottery, jogging are all here. Take your pick from these hobbies. Come on!
Duncan OK, OK! Birdwatching is a good choice, I suppose. Because I like animals and nature. Would you like to join me?
Alicia Oh, Duncan. I'd rather not. It's not my cup of tea. I prefer individual activities to team work. Photography is still my favorite.
Duncan Oh, lonely me, again!
Alicia No, of course not. By the way, there are good movies on this week. I want to see one, would you like to come? We can also invite Sally.
Duncan That sounds nice!
Alicia Let's call her, then.

Options for Duncan (as hobbies/free time activities, etc.)	Duncan's choice
photography club, cooking, trekking, hiking, cycling, jogging, birdwatching, painting, pottery	birdwatching

COMPETENCES
- Students will be able to talk about their preferences of hobbies and free time activities.
- Students will be able to reorder a recorded conversation about making invitations/offers.

5 Below are pairs of hobbies and free time activities. Share your preferences about each pair as in the example.

E.g.	pottery	jewelry making
1.	collecting stamps	knitting
2.	cycling	doing origami
3.	painting	seeing an exhibition
4.	climbing mountains	biking
5.	volleyball	bodybuilding

STUDENTS' OWN ANSWERS

E.g. I prefer jewelry making to pottery because I think it helps with creativity.

6 Listen and reorder the dialog between Alicia and Sally. Tapescript 3.1

5 a. No. Duncan and I have a movie plan for Saturday afternoon. Would you like to join us?
6 b. I'd love to but I can't. Saturday? I'm sorry I can't. I will visit my grandparents.
9 c. Oh, what about Sunday evening? Are you free then?
11 d. I have no idea. I can go on the Internet and send you the program.
8 e. I guess, I will be busy. I might stay overnight there. I'm sorry.
2 f. Nothing new. You know, the same.
10 g. Hmm... Yes, I am. What's on then?
7 h. What about the evening?
1 i. Hey, Sally. It's Alicia. How are you?
3 j. I'm calling you to invite for a movie.
4 k. Tonight?
13 l. See you on Sunday.
12 m. That's great. We can, then, visit some movie blogs and make the decision.

7 Study the dialog and list the expressions of accepting and refusing an invitation.

Accepting	Refusing
That's great.	I'd love to but I can't. I guess I will be busy. I'm sorry.

COMPETENCES
- Students will be able to act out a dialogue about accepting and refusing an invitation.
- Students will be able to ask about and tell the time and the date.

8 Study the festival movie posters and Amanda's notes. Then, follow the pairwork instructions to create a dialog.

Amanda's notes:

8th april 3-5 pm economics visa
8 pm annual family dinner
9th april 2 pm english visa

STUDENTS' OWN ANSWERS

Mitchel	Amanda
- Invite Amanda for a festival movie on 8t - Tell the show times. - Invite her for the movie of the next day. - Tell the show times.	- Ask about the show times - Refuse. Give reasons. - Ask about the show times. - Accept. Tell the suitable show time for you.

COMPETENCES
- Students will be able to scan film reviews on blogs to decide which movie to see.

9 Look at the genres of movies given and answer the questions. One is extra.

horror	science fiction	love story	animation	action movie	comedy

What genre of movie...

1. is about traveling through time or space, aliens, etc.? Science fiction
2. is about love? Love story
3. is full of action and danger? Action movie
4. has scary scenes? Horror
5. has the motion of illustrations? Animation

10 Scan the following movie reviews from a blog and decide which ones are suitable for James, Erin and Sophia.

VACATION with MOM
With stars' performance from Anna Christopher as Mary, Jodie Hawn as Mary's mother and Roger Melany as Johny Minton, this movie is worth seeing for a nice, fun time. Mary and her mother are part of an adventure because of some problems on their vacation. It's a good chance for a criticism on personal relationships. See the movie, think and laugh.

DUNKIRK
It is based on a true evacuation story in Dunkirk, a seaside French town, during World War II. The enemy forces are nearby, and death is close to a group of Allied Army troops from Britain, Belgium and France. They are desperate and cut off. It's time for freedom or death. The only hope is a successful evacuation. There is a lot of action, excitement and sentiment. It's a nice thriller. It's a probable award winner and box office success with the great plot and cast. It's worth seeing.

HESITANT
As a fan of Densel Ford, I must say that this is a fantastic movie. It's about the adventures and a secret discovery of a fireman in New York City Fire Department. If sci-fi is your thing, you can't miss it.

1. James wants to be a scientist. He is fond of technology and fiction movies.
   Hesitant
2. Erin is an adventurous person. She is interested in action movies with war stories.
   Dunkirk
3. Sophia is a cheerful teeenager. She likes movies with social messages.
   Vacation with Mom

COMPETENCES
- Students will be able to scan film reviews on blogs to decide which movie to see.
- Students will be able to find the main idea of a text about movies.
- Students will be able to write their opinions on a blog.

11 Scan the movie review in a movie magazine and fill in the chart.

DESPICABLE ME 3

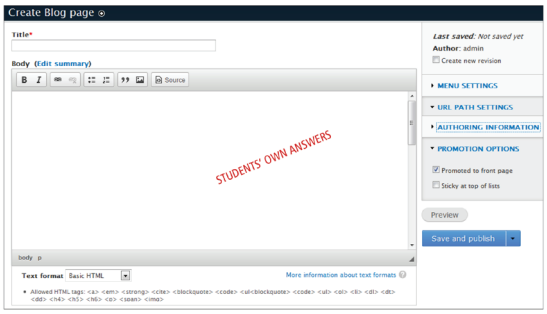
Despicable Me 3 is an American animation comedy movie produced by Illumination for Universal Pictures in 2017. It is directed by Kyle Balda and Pierre Coffin and written by Cinco Paul and Ken Daurio. The producers are Chris Meledandri and Janet Healy. In the third episode of the Despicable Me movie series, the adventures of Gru, Lucy, their adorable daughters and the Minions continue in Freedonia. This time, Gru meets his long-lost twin brother Dru and teams up with him in order to defeat a new enemy named Balthazar Bratt. Gru faces more adventures with his new wife and adopted daughters, Margo, Edith and Agnes. In the end, he realizes the importance of being a family. Pharrell Williams released the new song "Yellow Light" for the original soundtrack in June, 2017and Despicable Me 3 won the Nickelodeon Brazil Kids' Choice Award for Favorite Animation Movie. If you are willing to have fun, this family-friendly, enjoyable animation movie is just for you.

Director	Kyle Balda and Pierre Coffin
Writer	Cinco Paul and Ken Daurio
Producer	Chris Meledandri and Janet Healy
Genre	Animation
Award	The Nickelodeon Brazil Kids' Choice Award

12 Read the text again and choose the main idea.

a. Despicable Me 3 is a must-see movie because it is funny.
b. Despicable Me 3 is the third episode of the movie series.

13 Write your opinions on one of the movies in Part 10 in the blog below.



COMPETENCES
- Students will be able to find the main idea of a text about movies.

14 Read the text and complete it with the given sentences below.

a. experience is the best teacher
b. this shows only one side of the coin
c. he gives the right answers to all the questions

Slumdog Millionaire is the 2009 Oscar-winning movie including Best Picture and Best Director. Danny Boyle's 2008 British drama takes place in India with a largely unknown cast. The film is about the life of a poor Indian orphan Jamal Malik, a winner of the Indian version of a worldwide famous TV quiz show Who Wants to Be a Millionaire? Jamal grows up with his elder brother in the street and cannot finish school, but he does everything to survive. When he comes to the show, (1) he gives the right answers to all the questions. The quiz show host doesn't believe that Jamal is honest because even doctors, professors, and other well-educated people cannot answer half of the questions. But the boy from a very poor district of Mumbai manages it successfully. So the local police inspector arrests him to find out whether Jamal is a cheater, a lucky person or a genius. During the examination, Jamal says his life keeps all the answers to the show's questions. In this fascinating movie, one can easily understand that the way people see each other does not reflect the reality. People make comments about others, just looking at their appearance, social status or behavior. However, (2) this shows only one side of the coin. People don't know anything about the other side of it. Jamal Malik is a poor teenager, so people see him as a thief, cheater, and a liar. Although the police officers cannot find anything to prove that Jamal cheats on the show, they still don't believe that he answers all the questions honestly. The reason is quite simple, an orphan from the slums cannot be Mr. Know It All. But it happens and (3) experience is the best teacher. The fight for survival can teach people a lot of lessons in life. Even an orphan from the slums may be the winner, and become a millionaire without cheating.

15 Read the text again and choose the correct option.

1. What is the main idea of the text?
   (a) Never judge someone by his past. During the challenges in life, people may become strong and street smart.
   b. People in Indian movies surprise you at any moment, so be prepared for the big end.
2. The host thinks that …
   a. Jamal is a strong contestant and can do his best in the quiz show.
   (b) an uneducated orphan cannot give the right answers to the questions.
3. When the police arrest Jamal to find out how he's cheating, he explains…
   (a) all the answers to the show's questions are inside his life.
   b. he's smart enough to answer all the questions.

COMPETENCES
- Students will be able to detect familiar words/phrases about likes/dislikes and hobbies in a recorded text.
- Students will be able to act out a dialogue about accepting and refusing an invitation.
- Students will be able to ask about and tell the time and the date.

16 Listen to April and Dennis talking about the hobbies of March sisters in Little Women. Tick the hobbies you hear.

1. ✓ 2. ✓ 3. ✓ 4. ✓ 5. ___ 6. ✓

17 Listen to the dialog again and complete the sentences with Jo, Meg, Beth and Amy's hobbies. Tapescript 3.2

1. Meg loves acting.
2. Jo is crazy about reading and writing.
3. Beth is really keen on playing the piano.
4. Amy's interested in painting.

18 Answer the question below.

Who is April's favorite March sister? Why? April's favorite March sister is Jo as she's a lot like her.

19 Complete the dialog between Jason and Susan with the given sentences below.

a. Shall we meet on Sunday afternoon, then?
b. By the way, don't be late.
c. How about seeing it on that day?
d. Sorry, but I can't make it.

Jason Hi, Susan. The new Marvel film is on at the cinemas on Friday, January 15.
(1) How about seeing it on that day?
Susan I'd love to, but I can't. I have a cooking class at 3:00 p.m. on Friday. It finishes at 5:30. Why don't we go on Saturday evening?
Jason (2) How about seeing it on that day? On Saturday evening, my favorite quiz show is on TV, and guess what! My grandma is the contestant. I can't miss it.
Susan Wow, I'll watch your grandma. (3) Shall we meet on Sunday afternoon, then?
Jason It sounds great. Let's meet at the cinema at 2:00 p.m. (4) By the way, don't be late.
Susan OK. What time does the film start?
Jason It starts at 2:25.
Susan Don't worry. I'll be there on time. See you on Sunday.
Jason Bye, Susan. I can't wait till Sunday. I'm crazy about Marvel films.

20 Prepare a similar dialog and act it out.
STUDENTS' OWN ANSWERS

COMPETENCES
- Students will be able to scan film reviews on blogs to decide which movie to see.

21 Read Heather, Fiona and Ed's blogs below and answer the questions.

HEATHER'S BLOG

CAPTAIN FANTASTIC

Captain Fantastic, written and directed by Matt Ross, is a 2016 American comedy-drama. It tells about an unusual father and his six children who live in the wild in the Pacific Northwest. Ben, the father, teaches his kids how to hunt and survive in the wild. They spend their time climbing mountains, running in the forest and reading books. The kids live with their father because their mother is sick and stays in a hospital. Captain Fantastic is a movie with creativity, originality, and hope. I think this is a movie for every generation. The message of the film is that knowledge and relationships are more important than material things. It's a tragic story with humor and storytelling is great. You shouldn't miss this amazing movie. I give 5 out of 5 stars.

FIONA'S BLOG

SPIDER-MAN: INTO the SPIDER-VERSE

Spider-Verse is one of the greatest movies of 2018. It's a funny, original, action-packed animated Marvel adventure. It tells about a Brooklyn teen, Miles Morales who becomes the new Spider-Man. While Miles is doing graffiti with his uncle at a train station, a radioactive spider bites him and he gains Spider Man's powers. It's a gorgeous superhero film with a great story and characters. I'm a real fan of animated movies, and the animation here is really great. There's a great sense of humor. It's a wonderful family movie, I suppose. Both adults and kids will enjoy the funny and heartwarming moments. It's really worth seeing even if you aren't a fan of Spider-Man movies. I am sure it's the best superhero movie of the year.

ED'S BLOG

LIFE OF PI

Life of Pi is a 2012 adventure-drama film based on the novel of the same name. Taiwanese director, Ang Lee has two Academy Awards for Best Director. He says Life of Pi is not a fantasy movie, it's a drama. It's an emotional story of survival. Tragedy begins when a terrible storm sinks the ship. Pi is the survivor, but he's not alone. Indian man, Pi tries to survive with a Bengal tiger on a lifeboat. A boy, a tiger and a boat. These are the main elements of the movie. Pi and the tiger must learn to trust each other or they won't survive. Although the visuals are breathtaking, the first part is really boring. It has no dialog at all. If you want to understand the movie, you should read the novel first. I'm sorry, but I don't recommend this movie. I think it's too sad, tragic and a bit boring.

1. Who's the director of Captain Fantastic? Matt Ross is the director of Captain Fantastic.
2. Why do the kids live with their father? Because their mother is sick and stays in a hospital.
3. What is the lesson of the movie Captain Fantastic? Knowledge and relationships are more important than material things.
4. What type of film is Spider-Man: Into the Spider-Verse? It's an animated movie.
5. Why does Fiona like the movie so much? It's a gorgeous superhero movie with a great story and characters and she really loves animated movies.
6. What is the plot of the movie Life of Pi? Life of Pi is a survival story of an Indian man, Pi and a Bengal tiger on a lifeboat.
7. Why is the first part so boring? Because it has no dialog.
8. What does Ed think about the movie? Ed thinks the movie is too sad and tragic and a bit boring.

22 Which of these movies on the blogs is your favorite? Write. Make sentences as in the example.

E.g. "Captain Fantastic" is my STUDENTS' OWN ANSWERS original.

COMPETENCES
- Students will be able to reorder a recorded conversation about making invitations and offer.
- Students will be able to write short text messages to invite their friends for a movie.
- Students will be able to express their opinions about free time activities.

23 Listen to the dialog between Sue and Jason and number the following sentences in the order you hear. Tapescript 3.3

5 How about buying online tickets?
1 Let's make a surprise for her.
2 Bocelli is an Italian tenor and an international superstar.
4 I'm afraid, I can't.
6 Why don't we take granny to her favorite Italian restaurant?
3 That would be great, Jason.

24 Listen again and write true (T) or false (F).

T 1. Sue and Jason's grandma loves listening to classical music.
F 2. Jason knows everything about Andrea Bocelli.
T 3. Sue can't go and buy the tickets because she has an appointment.
T 4. They're planning to eat out before the concert.
F 5. Grandma doesn't like eating risotto.

25 Complete Sheila's text message to her friend with the words below. Then, write a short text message to invite your friend for a movie.

forget	watch	join	come	is

Sheila

R U free on Friday afternoon? Dennis and I wanna (1) watch La La Land. You're really fond of musical films and it (2) is a great romantic musical film. Wanna (3) join us? If yes, (4) come to the cinema at 3:30. The film begins at 4:00. And don't (5) forget to buy some popcorn. This time it's your turn. ☺

Your friend

STUDENTS' OWN ANSWERS

26 Talk about the free time activities below as in the example. Add two more.

watching movies	taking photos	playing tennis	scuba diving	writing poems	playing chess	STUDENTS' OWN ANSWERS

E.g. I really love watching movies, but I hate writing poems.

COMPETENCES
- Students will be able to scan film reviews on blogs to decide which movie to see.
- Students will be able to write their opinions on a blog.

27 Read Tina's blog and fill in the blanks with the given sentences below.

TINA'S BLOG

The Martian, directed by Ridley Scott, is a 2015 science fiction movie. Matt Damon stars as an astronaut. It tells the story of Mark Watney, left for dead by his crewmates when they begin the long journey back to Earth. (1) _____. He's injured but he is determined to survive on this planet until the next crew arrives. Fortunately, (2) _____. He begins to grow potatoes and produce water in his artificial camp. He always repeats the same sentence 'I'm not gonna die.' (3) _____. He's absolutely brilliant in this movie. The landscape of Mars looks breathtaking. I think The Martian is so realistic. Even if you don't like science fiction movies, you'll love it. The story is fantastic. It isn't just surviving on Mars. (4) _____. Thank you for this amazing blockbuster. I definitely recommend it.

Matt Damon carries the movie on his shoulders	It's about surviving life
When Mark wakes up, he's alone on Mars	Mark is a botanist and an engineer

28 Read the blog again and write three reasons why you should watch the movie.

1. The Martian is so realistic.
2. Matt Damon is brilliant.
3. The story is fantastic.

29 Look at Tim's blog below and answer the questions.

TIM'S BLOG

La La Land is a 2016 American musical comedy-drama written and directed by Damian Chazelle. Ryan Gosling stars as a jazz pianist, and Emma Stone stars as an ambitious actress. The story is about Mia and Sebastian. They meet and fall in love in Los Angeles while pursuing their dreams. Ryan Gosling is just great. He himself plays the piano during the movie. City of Stars is a fantastic song. It's my favorite. Ryan and Emma sing it so well that I get shocked. I think it's the best musical of all times. It will leave you speechless.

1. What is the title of the movie? The movie title is La La Land.
2. What kind of a movie is it? It's a musical comedy-drama.
3. Who stars in La La Land? Ryan Gosling and Emma Stone star in it.
4. Where does the movie take place? The movie takes place in Los Angeles.
5. What is it about? It's about a jazz pianist, Sebastian and an actress, Mia, pursuing their dreams.
6. What does Tim think of the movie? He thinks it's the best musical of all times.

30 Write your opinion about a movie on a blog using the questions above as cues.

COMPETENCES
- Students will be able to talk about their preferences of hobbies and free time activities.
- Students will be able to express their opinions about free time activities.

31 Look at the dialog below and say what Jill and Sam like doing in their free times.

Jill What do you do for fun, Sam?
Sam I collect second-hand classic books. I'm crazy about reading them.
Jill Oh, that's interesting. You're a literature freak. It doesn't sound so much fun. I'm definitely not a bookworm.
Sam People are different and that's why they have different hobbies. What do you like doing in your free time?
Jill I like playing the drums, but my parents are not happy with my hobby as you can guess

Jill likes collecting second-hand classic books, and Sam likes playing the drums.

32 Make a similar dialog with STUDENTS' OWN ANSWERS he classroom.

33 Look at the magazine page called Mr. Know-It-All and fill in the blanks with the hobbies below.

playing the harmonica	collecting typewriters	bungee jumping	skydiving	surfing	doing yoga

DO YOU KNOW WHAT CELEBRITIES DO IN THEIR FREE TIME?

Let's begin with Nicole Kidman. Nicole is crazy about (1) skydiving. "It's just like flying", she says. She thinks everybody should jump out of a plane at least once in their lifetime. But, surprisingly she hates (2) bungee jumping. "I don't like the idea of being on a cord and hanging upside down." Let's have a look at Cameron Diaz. She's a real adrenaline lover. She's keen on snowboarding and (3) surfing. "It's just like dancing with waves", she says. It's Tom Hanks' turn. He's really fond of (4) collecting typewriters. He likes writing short stories on each one. His another hobby is (5) doing yoga. "All my aches and pains fly away when I'm on my mat," he says. What about Bruce Willis, the best smiling face of all times? He loves (6) playing the harmonica. "The sound of it makes me peaceful", he says.

34 Choose the expression(s) from the boxes and give your ideas about the hobbies in Part 31.

E.g. I love doing yoga. I think it's relaxing.

I love _____.
I quite like _____.
I don't like _____.
I really hate _____.

STUDENTS' OWN ANSWERS

fascinating/relaxing/boring/exciting/exhausting/unusual/challenging/expensive/dangerous

COMPETENCES
- Students will be able to talk about their daily activities and the frequencies of those activities.
- Students will be able to write about their friend's daily life and the frequencies of their activities.

1 Match the expressions in the box with the pictures below.

1. brush teeth	2. read a book	3. have breakfast	4. work out
5. tidy room	6. enjoy hobby	7. feed the pet	8. get on the school bus
9. do revision	10. get dressed	11. watch TV	12. sleep

a. enjoy hobby

b. do revision

c. read a book

d. get on the school bus

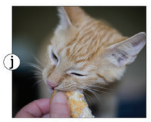
e. watch TV

f. have breakfast

g. tidy room

h. work out

i. get dressed


j. feed the pet

k. brush teeth

l. sleep

COMPETENCES
- Students will be able to identify time expressions of daily routines.
- Students will be able to talk about their daily activities and the frequencies of those activities.
- Students will be able to write about their friend's daily life and the frequencies of their activities.

2 Listen to the dialog and tick the phrases you hear about Paul's daily routine. Tapescript 4.1

- ☐ help parents prepare the dinner
- ☑ go to the gym
- ☑ meet friends
- ☑ have dinner
- ☑ go to bed
- ☑ get dressed
- ☐ surf the Net
- ☐ do revision
- ☐ have a chat with parents
- ☐ walk around for refreshment
- ☐ leave home for school
- ☑ have lunch
- ☑ get up
- ☑ have breakfast

3 Work in pairs. List your major actions in your everyday life and compare them with your partner's. Find the differences. (You can make up if there are no differences).

E.g. I play cyber games but my partner doesn't.
My partner writes in her/his blog but I don't.

My major actions	My partner's major actions
STUDENTS' OWN ANSWERS	

4 Work in pairs. Imagine that you are a dietitian and your partner is your client. Ask the following questions and tick the correct box. Then, exchange roles.

E.g. Do you get up early?

STUDENTS' OWN ANSWERS

Do you …	Yes, always.	Yes, often.	Yes, sometimes.	No, hardly ever.	No, never.
get up early?	☐	☐	☐	☐	☐
have a big breakfast in the morning?	☐	☐	☐	☐	☐
eat vegetables every day?	☐	☐	☐	☐	☐
have three meals a day?	☐	☐	☐	☐	☐
eat lunch at home?	☐	☐	☐	☐	☐
eat junk food?	☐	☐	☐	☐	☐
exercise every day?	☐	☐	☐	☐	☐
have dinner at home?	☐	☐	☐	☐	☐

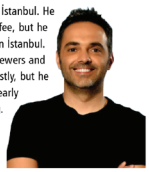
COMPETENCES
- Students will be able to write about their friend's daily life and the frequencies of their activities.
- Students will be able to scan reading passages about people to find out different/unusual abilities.

5 Now, write sentences for your client's portfolio. Refer to Part 4.

E.g. Selin always gets up early.

STUDENTS' OWN ANSWERS

6 Read the text and list the things that Arda Türkmen can/can't do.



Arda Türkmen is a famous chef in Turkey. He is 45 years old. He is from İstanbul. He is a hardworking and determined person. He says that he can't make Turkish coffee, but he can cook very well. He can even run three restaurants in three different concepts in İstanbul. He can present TV programs on cooking successfully. He shares recipes with his viewers and also cooks with his guests in these programs. He likes listening to rock music mostly, but he can't sing well or play an instrument. He is quite keen on sports. He gets up very early in the morning and starts his day by doing sports. He loves cycling and climbing. He can cycle very long distances, for instance from Vietnam to Cambodia. He also joins cycling tournaments every year. He can climb high mountains such as Mont Blanc, 4.792 m. high. He likes watching basketball matches, but he can't play basketball. He is helpful. He can develop various social projects. He is active in a project called Velotürk with five friends. They hand out bicycles to children at primary school age all over the country (2600 bicycles up to now). He can also act in commercials. Nowadays, people watch him on TV commercials of a dishwasher detergent, aiming to raise awareness about the waste of water. That's for sure, he is sensitive to nature.

Can	Can't
cook very well run three restaurants present TV programs cycle very long distances climb high mountains develop social projects act in commercials	make Turkish coffee sing well play an instrument play basketball

COMPETENCES
- Students will be able to talk about their abilities.

7 Walk around and ask your friends questions to find someone who can/can't perform the actions given. Then, share them with your friends.

E.g. A: Can you sing well?
B: Yes, I can./No, I can't.

Name	Activity
STUDENTS' OWN ANSWERS	sing well
	touch your nose with your tongue
	play a musical instrument
	walk on your hands
	cook
	sew
	ride a horse
	speak English fluently
	draw pictures
	skate

8 Who goes best in the following statements? Write down the name of someone you know.

E.g. My aunt can solve Maths problems easily.

STUDENTS' OWN ANSWERS

a. _____ can't swim.
b. _____ can make a cake.
c. _____ can't speak ... well.
d. _____ can ride ... .
e. _____ can't play chess.

9 Think about the things you can/can't do and share them with your friends.

STUDENTS' OWN ANSWERS

COMPETENCES
- Students will be able to talk about their abilities.
- Students will be able to scan reading passages about people to find out different/unusual abilities.
- Students will be able to write about their friend's daily life and the frequencies of their activities.

10 Read Neil's paragraph about his father and list his skills and habits.

I admire my father, for numerous reasons. First of all, he has a lot of skills. He is good at communication and sports. He can understand and help people. He can find solutions to their problems. He can play various sports well such as football and basketball. Secondly, he has a lot of good habits. He is punctual. He goes to bed and gets up timely. At work, he focuses on his job. He keeps his promises. He never smokes. He doesn't eat junk food. He does sports regularly. Also, he spends a lot of time with his family. I'm happy and proud that he is my father.

Skills	Habits
• can understand and help people	• is punctual (goes to bed and gets up timely)
• can find solutions to people's problems	• focuses on his job
• can play various sports well such as football and basketball	• keeps his promises
	• never smokes
	• doesn't eat junk food
	• does sports regularly
	• spends a lot of time with his family

COMPETENCES
- Students will be able to talk about their abilities.
- Students will be able to talk about their daily activities and the frequencies of those activities.
- Students will be able to write about their friend's daily life and the frequencies of their activities.

11 Now, list your favorite/inspirational person's skills and habits and tell your friends why you like/admire that person.

Skills	Habits
STUDENTS' OWN ANSWERS	

12 Write a paragraph using your list as in Part 10.

STUDENTS' OWN ANSWERS

COMPETENCES
- Students will be able to scan reading passages about people to find out different/unusual abilities.

13 Read the text and tick the unusual abilities of Kevin.

LION MAN
Kevin Richardson, also known as lion whisperer, is a great friend of lions. He can communicate with them easily. He can understand lion behaviour, instincts and noises. He can walk into their habitat and they accept him in a friendly way. They never hurt him, but sometimes they give him small love bites. He can also interact with other wild animals such as hyenas, snakes and giraffes. Kevin thinks that these animals can show their love and friendship if you know how to communicate with them. Right now, he lives in a lion park in South Africa with his two kids and wife. He shoots documentaries and uses them to protect these endangered animals.

- ☐ He can feed all kinds of wild animals.
- ☑ He can be friends with lions easily.
- ☐ He can only understand the behaviour of lions.
- ☑ He can make documentaries in wild parks.
- ☑ He can fit in the environment of wild animals.

14 Read the text again and answer the question below.

How can Kevin communicate with wild animals?
He can communicate with them by understanding their behavior, instincts and noises.

15 Read the speech bubbles and answer the questions below.

Mark: I can move very fast and climb walls in seconds. I can also jump from one building to another. And I don't use any equipment for that. Catch me if you can!

Wim: I can survive extremely cold temperatures. I can swim in ice-cold water for hours. I can also run a marathon on ice in only shorts. Needless to say, I never catch a cold or flu.

Susan: I'm into technology and developing stories. I'm very good at programming and I can write codes to make my scenarios into a game. Moreover, I'm quite creative and I have artistic vision.

Joy: I can remember every day of my life in detail. Just give me a date and I'll tell you what day it was, what the weather was like and what happened on that day.

1. Who has a super-memory? Joy.
2. Who can be a good video game designer?
   a. Mark b. Joy c. Wim d. Susan

COMPETENCES
- Students will be able to talk about their abilities.

16 Order the sentences below to make a meaningful dialog.

5 Can you go into the cages?
8 I'm really self-motivated. I can get used to hard work quickly.
1 I'd like to ask a few questions for this position. First of all, do you like animals?
6 I'm quite a brave person and I've learnt a lot about wildlife from documentaries. So, I think I can.
4 Well, I'm interested in wildlife and taking photos of wild animals. I'm sure I can feed them easily.
2 Sure. I have a big aquarium with different kinds of fish.
7 Working hours are long here. Can you start work early and finish late?
3 You know, you have to clean and feed the wild animals. Can you really do that?

17 Match the follow-up questions in the box with the sentences. Then, write your own answers.

a. Wow! Can you drive for long hours?
b. That's awesome! How many goals can you score in a game?
c. Really! How can you survive?
d. Oh, How nice! Can you cook traditional food?
e. Great! How long does it take to solve it?
f. Cool! Which ones can you do?

1. **A:** I'm interested in martial arts.
   B: f.
   A: STUDENTS' OWN ANSWERS

2. **A:** I can spend a long time in a jungle by myself.
   B: c.
   A: STUDENTS' OWN ANSWERS

3. **A:** I can solve the Rubik's Cube easily.
   B: e.
   A: STUDENTS' OWN ANSWERS

4. **A:** I'm really good at football.
   B: b.
   A: STUDENTS' OWN ANSWERS

5. **A:** I want to join a food contest.
   B: d.
   A: STUDENTS' OWN ANSWERS

6. **A:** I like driving fast on the motorway.
   B: a.
   A: STUDENTS' OWN ANSWERS

COMPETENCES
- Students will be able to identify the subject of a text with the help of familiar words.
- Students will be able to identify time expressions of daily routines.
- Students will be able to talk about their daily activities and the frequencies of those activities.

18 Listen to the information about Milosz Jasko and find out what the audio is about. Tapescript 4.2

a. Milosz's early life
b. Milosz's routines
c. Milosz's future dreams

19 Listen again and complete the sentences below.

1. He usually gives concerts all around the world.
2. Summers are often busier than winters for him.
3. He rarely travels back to Poland to visit his family.
4. In winters he feels more relaxed.
5. He generally gives online concerts via his social media account.

20 Use the daily activities below to complete the interview with a sportsperson.

- get up at 6.00
- have a shower
- have breakfast
- work out for two hours
- drive to the club
- have lunch at the club
- train with the team six days a week
- get back home around 7.00

A: What time do you get up in the morning?
B: I get up at 6.00.
A: What do you usually do before breakfast?
B: I always have a shower.
A: How long do you work out in the morning?
B: I work out for two hours.
A: What do you do after working out?
B: I drive to the club.
A: Where do you usually have lunch?
B: I have lunch at the club.
A: How often do you train with the team?
B: I train with the team six days a week.
A: What time do you usually get back home?
B: I get back home around 7.00.

COMPETENCES
- Students will be able to talk about their daily activities and the frequencies of those activities.
- Students will be able to write about their friend's daily life and the frequencies of their activities.

21 Complete the daily life of Mark according to the table.

	MON	TUE	WED	THU	FRI	SAT	SUN
archery	✓	✓	✓	✓	✓		
train with a coach	✓		✓		✓		
join archery competitions						✓	✓
cycling							✓
watch a programme on cycling				✓		✓	

Mark is interested in archery. He joins the Archery Club on weekdays after school. He trains with a coach at a local gym three times a week after school. He because he tries to be a professional in this sport. At weekends, he joins archery competitions with the other club members. This helps him make friends and get new contacts. Mark is also keen on cycling. On Sundays, he goes cycling with his parents. He likes watching cycling tournaments as well. There is a TV program on cycling on Thursdays and Saturdays and he never misses it.

22 Work in pairs. Ask and answer questions about your daily lives and fill in the chart as in Part 21.

	MON	TUE	WED	THU	FRI	SAT	SUN

STUDENTS' OWN ANSWERS

23 Write a paragraph about the daily life of your partner. Use the activities in the chart that you've prepared.

STUDENTS' OWN ANSWERS

COMPETENCES
- Students will be able to identify specific information in a simple written material such as short newspaper articles on effects of natural events.

24 Read the causes and effects of natural disasters below. Match them with the correct pictures.

4

In this country, there are a lot of drylands. When it rains a lot, a large amount of water flows everywhere and damages the lands and houses.

3

There are deserts in this continent because it doesn't rain enough. There is a shortage of water and people can't grow crops on the drylands.

1

This city is surrounded by mountains. Because of erosion and heavy rains, the soil and rocks slide from the mountains and cliffs. It gives harm to fields and houses here.

2

We can see that type of disaster in this region quite often. Low rainfall, lightning and human activities may cause it. It destroys a large amount of area in a short time and kills animals and plants.

25 Read the article below and answer the questions.

IS IT TOO LATE?

Natural disasters are becoming more and more common in the world because of global warming. We experience more floods, wildfires, landslides, drought and famine. Every year natural disasters kill about 90,000 people and affect 160 million people around the world. When we harm the environment, we face wildfires, floods and landslides followed by drought. As a result, we lose plenty of fertile lands and we can't grow enough crops. The lack of food and clean water causes famine and immigration. Millions of people have to leave their homes to find a better place to live in. These disasters also destroy the habitats of many animals. Unfortunately, some animals even become extinct during wildfires. All the countries should be aware of the causes of these disasters and must work cooperatively to stop harming the world. Tomorrow might be too late to save the planet.

1. Why do we face more natural disasters now? Because of global warming.
2. What types of disasters happen when we destroy nature? Wildfires, floods, landslides and drought.
3. Why do millions of people immigrate every year? Because they can't find enough food and clean water.
4. How do natural disasters affect animals? They destroy the habitat of many animals and cause extinction.
5. What can we do to save our planet? We should stop harming the world.

COMPETENCES
- Students will be able to talk about their daily activities and the frequencies of those activities.
- Students will be able to write a short paragraph about love for nature.

26 Read the dialog and choose the correct questions to complete it. One is extra.

1. Can you tell me about a typical training day in summer?
2. What do you usually do in the evenings?
3. How often do you usually train?
4. When do you meet your friends?
5. Do you go to bed early like other footballers?

Brook Hey, Brenda! You're a perfect footballer.
Brenda Thank you, Brook.
Brook Is it difficult to be a footballer?
Brenda It depends. Sometimes it's difficult to train hard, but I like playing with my team.
Brook How often do you usually train?
Brenda Well, we train every day in summer and four days a week in winter.
Brook Can you tell me about a typical training day in summer?
Brenda We get up early in the morning. After breakfast, we start training. We usually have lunch with our teammates and coach. In the afternoon, we train for three more hours. We are free after that.
Brook What do you usually do in the evenings?
Brenda: We often have a coffee at a nearby café and chat.
Brook Do you go to bed early like other footballers?
Brenda Haha! I never sleep before watching an episode of my favorite TV show.

27 Think about love for nature. Give your opinion about it. Fill in the chart.

- Why should we love nature?
- What do you love most about ... STUDENTS' OWN ANSWERS ... e benefits of nature?
- ... can we connect to nature?

28 Write a paragraph about love for nature. Use your ideas from Part 26.

STUDENTS' OWN ANSWERS

ANSWER KEY
THEME 5

COMPETENCES
- Students will be able to scan a text for specific information.

1 Work in pairs. Read the dialog and fill in the chart with the expressions about Ellen Marker's physical appearance and character traits.

Dave Hi, buddy. What are you doing?
Steve I'm reading social media posts. Here's a very interesting one from Ellen Marker.
Dave Ellen Marker? Who is that?
Steve Come on! I can't believe you don't know her.
Dave Believe me.
Steve Well... She plays for the National Basketball Team. People call her the queen of basketball. She inspires millions with her game skills and character. During the game, she's always calm and self-confident. She takes responsibility during critical moments. She always supports her teammates. She's very ambitious but knows her limits. She respects all the rivals.
Dave Wow! It seems that she is a super heroine for you.
Steve Hey, are you kidding? I'm serious. She's almost a super heroine for millions. And believe me, this is not all about her. She has a charity organization. They help children of poor families. And... She is also a fashion model.
Dave Fashion model?
Steve Yes. Last year's award winner for the best model. She deserves it with her athletic body, long blonde hair and blue eyes. She is tall, as well.
Dave Okay. I'm convinced. I'll follow her posts, too.
Steve Please do. Her posts and messages are inspiring.

Physical Appearance	Character Traits
athletic, long blonde hair, blue eyes, tall	inspiring, calm, self-confident, responsible,
	supportive, ambitious, respectful, helpful

COMPETENCES
- Students will be able to write a text describing their inspirational character.
- Students will be able to identify the descriptions of people's appearances in a recorded text.
- Students will be able to scan a text for specific information.

2 Make notes about the physical appearance and character traits of one of your inspirational people below. Then, tell about him/her to your friends.

Physical Appearance	Character Traits
STUDENTS' OWN ANSWERS	

3 Megan and Jennifer are at home. Nigel is with them. Listen and tick who they are talking about. Tapescript 5.1

a ☑

b ☐

c ☐

4 Read the text and find out why Lynn wants Robert De Niro to join the opening ceremony of their university.

Great to hear that we will have an opening ceremony at the university soon! They are planning to invite Robert De Niro or Leonardo DiCaprio for the ceremony. It is hard to guess which of them will accept the invitation. In my opinion, I would prefer Robert De Niro to visit our university because he is more inspirational. He is a more experienced person as he is older. I think we can learn more from him, and he is a great actor! Most of my friends agree with me. Do you agree or have anything to say about this?

Because he is more inspirational and more experienced. They can learn more from him.

COMPETENCES
- Students will be able to write a text comparing characteristics of people by giving their opinions.
- Students will be able to compare characteristics of different well known people by expressing their opinions.
- Students will be able to guess the meanings of unknown words from the contexts.

5 Imagine that you want to see Leonardo DiCaprio at the ceremony. Write a reply message to Lynn comparing both of the actors. In your text, express your opinions using the comparative form of the adjectives given. You may use your own expressions as well.

inspirational	young
sensitive about education	creative

STUDENTS' OWN ANSWERS

6 Discuss which of the above opinions would your friends agree on. Why? You may use the given expressions.

I totally disagree with you./No way.
I couldn't agree more.
STUDENTS' OWN ANSWERS
I'm not so sure.
I agree to an extent.

7 Relate the following actions to the personal adjectives given in the box. Two of the adjectives are extra.

flexible	careful	polite	lazy	cheerful	reckless
helpful	clever	strict	generous	brave	selfish

1. Betty learns things quickly at school. — clever
2. Karen has good manners. She is never rude. — polite
3. One can easily understand that Karen is usually happy. — cheerful
4. Betty always expects people to follow her rules. — strict
5. Betty always avoids making mistakes. — careful
6. Karen doesn't want to work. She is not hardworking. — lazy
7. Betty cares only about her own needs. — selfish
8. It is easy to change Karen's mind. — flexible
9. Karen likes sharing what she has. — generous
10. Betty is ready to do dangerous or difficult things. — brave

COMPETENCES
- Students will be able to write a text comparing characteristics of people by giving their opinions.
- Students will be able to scan a text for specific information.

8 Write five sentences comparing Fiona and Tiffany. Use the expressions in the box as clues and the adjectives which are related to them in Part 7.

Fiona	Tiffany
• It is always easy to change her mind. • always has good manners towards others. • may sometimes have difficulty learning and understanding at school. • sometimes avoids making mistakes. • always looks happy and makes jokes. • usually cares only about her own needs.	• It may sometimes be difficult to change her mind. • may sometimes have bad manners towards others. • always learns and understands quickly at school. • always avoids making mistakes. • sometimes looks happy, rarely makes jokes. • always cares only about her own needs.

E.g. Fiona is more flexible than Tiffany.
1. Fiona is more polite than Tiffany.
2. Tiffany is more clever than Fiona.
3. Tiffany is more careful than Fiona.
4. Fiona is more cheerful than Tiffany.
5. Tiffany is more selfish than Fiona.

9 Oliver and Simon are talking on the phone. Read the dialog and write the names of the people in the picture.

Oliver Hi, Simon. It's Oliver. How are you?
Simon Great! Thanks. What are you doing?
Oliver Well, nothing to cheer me up. You?
Simon Fine. I'm with the family. We're having a good time.
Oliver Good to know that. How are Cindy, Steve and the kids? What are they doing?
Simon Mom is teaching Kate the names of animals in Spanish. Dad is showing his pictures to Scott on the computer and Gizmo is sleeping on the sofa, as usual.
Oliver That sounds nice. Oh, listen, I need to go. Mom is calling me for dinner.
Simon No worries. Talk to you soon.
Oliver Talk to you soon.

COMPETENCES • Students will be able to describe current actions in pictures.

10 Work in groups. Choose a person from the picture and describe him/her and tell what s/he is doing. Ask other groups to spot him/her.

E.g. This person has short hair. She is in a red dress [illegible] glasses and passing by a big door. Who is this?

Answer: That's number 5. STUDENTS' OWN ANSWERS

COMPETENCES • Students will be able to scan a text for specific information.

11 Harry and Tom are talking about a holiday plan. Read the dialog and list the suitable expressions of asking for opinion, expressing agreement and disagreement.

Harry I want to plan a surprise holiday for my wife's birthday. Could you help me with that?
Tom Absolutely! Where do you want to go?
Harry To Madrid. What do you think about it? You've already been there.
Tom Yes, three times. I really like the city. You will definitely have a great time there.
Harry What about the hotels? Do you have anything to say about the hotels in Madrid?
Tom I think it can be a bit expensive to stay at a hotel. So, I wouldn't recommend that.
Harry What should I do, then?
Tom Well, you can rent a flat and pay less. It can also be more comfortable.
Harry I agree with you. I will search for a place on the Internet. It's cheaper, isn't it?
Tom That's true.
Harry That's great. I want to ask you one more thing. They say eating out is very expensive in Spain. What do you think?
Tom That's not true. You can eat at local restaurants and spend very little money. Also, you can enjoy delicious local food.
Harry That's for sure. It's the same everywhere. That's exactly how I feel about Spanish food. I'm just worried if my wife doesn't like it.
Tom I don't think so. She will love the food and the city very much.
Harry You've been so helpful Tom. I owe you one.
Tom That's my pleasure, Harry. I wish you a great holiday.

Expressing agreement	Expressing disagreement	Asking for opinion
I agree with you. That's true. That's great. That's for sure. That's exactly how I feel about...	That's not true. I don't think so.	What do you think ...? What about ...? Do you have anything to say about ...?

12 Read the dialog again and answer the questions.

1. What does Tom think about Madrid and the hotels there?
   He really likes Madrid. He thinks it can be a bit expensive to stay at a hotel there.
2. Why does Tom suggest Harry to rent a flat in Madrid?
   Because they pay less and it can also be more comfortable.
3. Does Harry agree with Tom? Where will he search for a flat in Madrid?
   Yes, he does. He will search for it on the Internet.
4. Where Harry and his wife can eat in Spain? Why?
   They can eat at local restaurants. Because they are cheaper and local food is delicious.

COMPETENCES • Students will be able to identify the descriptions of the people's appearances in a recorded text.
• Students will be able to compare characteristics of different well-known people by expressing their opinions.

13 Look at the picture and talk about the people's appearance as in the example.

E.g. The woman with glasses is [illegible] got short, straight hair. STUDENTS' OWN ANSWERS

14 Listen to the text and write the names of the people in the picture. One is extra. Tapescript 5.2

15 Choose the correct option to make a meaningful dialog.

I. Also, she is such a sincere girl. In one of her interviews she wholeheartedly said, "I have no arms, but I have two wings. One is my mother and the other is my passion for life." By the way, who is your favorite sportsperson?
II. Nur Tatar is my number one. She is a real talent in taekwondo.
III. I'm afraid, I disagree with you. Servet Tazegül is more talented than Nur Tatar. He got the gold medal in 2012 in London Olympics.
IV. I totally agree with you. She is only 17 and she is the world paralympic swimming champion.
V. I think Sümeyye Boyacı is the most determined sportswoman I've ever known. I really admire her.

a) III/II/I/IV/V
b) I/IV/V/II/III
c) V/IV/I/II/III
d) III/IV/I/II/V

16 Now, prepare a similiar dialog about [illegible] compare their characteristics by expressing your opinions. The [illegible] STUDENTS' OWN ANSWERS

COMPETENCES • Students will be able to scan a text for specific information.
• Students will be able to guess the meaning of unknown words from the contexts.

17 Read the dialog and fill in the blanks with the given sentences below.

1. Actually, it is really about the differences between individuals.
2. What can personality tests tell about a person?
3. What exactly does psychometrics mean?

Presenter Good evening everyone. You are listening to Radio Wow. Our inspiring guest tonight is Dr Harry Crimson, an expert on personality. Welcome to our programme Mr Crimson.
Dr Crimson Thank you. Good evening everyone.
Presenter Our listeners are extremely interested in personality tests, so can I ask a few questions about these tests before we start talking about your current research?
Dr Crimson Yes, certainly.
Presenter 3
Dr Crimson Well, psychometrics is the measurement of intelligence and personal qualities. It measures basically knowledge, abilities, attitudes, and personal traits. 1
Presenter I see. Are these tests useful? That's what most of our listeners want to know.
Dr Crimson Good question! They are useful if they have reliability and validity. Let me explain what I mean. When you use a **1) reliable** test, you get the same results each time. If the test is **2) valid**, it measures what it is supposed to measure and not something else.
Presenter OK. 2
Dr Crimson They tell about your personality type. You can, for example, find out how organised, reliable and sociable you are. Most people find questions quite interesting and they seem to enjoy answering them. There are questions like "Can you stay calm under pressure?", "Are you a good team player?" and so on...

18 Tick the topics covered in the dialog.

- ☑ 1. definition of psychometrics
- ☑ 2. things that psychometric tests measure
- ☐ 3. the first psychometric tests
- ☐ 4. problems with personality tests
- ☐ 5. usefulness of personality tests
- ☐ 6. the future of personality tests

19 Read the dialog again and choose the meaning of the words in bold.

1. (a) something or someone that can be trusted or believed
   b. something or someone that can be misunderstood
2. a. based on inaccuracy
   (b) based on truth, accuracy

COMPETENCES
- Students will be able to scan a text for specific information.

20 Read the text and tick the correct statements.

I am Bob Johnson, a 15-year-old boy. There are two important people in my life. One is my literature teacher, Mrs Green and the other is my uncle, David, who is a musician.

Mrs Green is a great speech giver. She is very effective at giving talks because she has a special quality which I call charisma. I think people often misunderstand what charisma is and think of it as a kind of fame, but it is not the same as fame. I believe that it's a kind of magic and is relatively rare. I think charismatic people are basically brilliant communicators. Moreover, they have other qualities such as sensitivity, self-confidence, eloquence and vision just like my beautiful teacher. I always feel happy in my teacher's company.

Uncle David is completely different from my beloved teacher. He avoids being in large crowds and he doesn't like talking much. He is often quiet and cautious. He also has good powers of concentration. He looks into himself a lot and tries to find meaning in himself. I think this is his key while composing those wonderful pieces. "My piano speaks when I can't," he says. I always feel relaxed and comfortable when I hear him playing his piano softly.

To sum up my ideas, these two totally different inspirational characters give shape to my life. Their influence on me has been enormous and I'm sure it will be forever.

- [x] 1. Bob is influenced by two people who are really important to him.
- [ ] 2. He thinks charismatic people are all famous.
- [ ] 3. Charisma is a kind of magic and most people have it.
- [x] 4. Bob enjoys being with his teacher.
- [ ] 5. David is more talkative than Mrs Green.
- [x] 6. Bob likes listening to his uncle playing the piano.

21 Read the text again and answer the questions.

1. What is Mrs Green like?
   She is talkative, sensitive and self-confident. She has eloquence and vision.
2. How does Bob define charismatic people?
   Charismatic people are brilliant communicators, sensitive and self-confident. They have eloquence and vision.
3. What is David's secret in composing his music?
   He concentrates well. He looks into himself a lot and tries to find meaning in himself.

COMPETENCES
- Students will be able to write a text comparing characteristics of people by giving their opinions.
- Students will be able to describe current actions in pictures.

22 Write a short text comparing characteristics of your inspirational people by expressing your opinions.

STUDENTS' OWN ANSWERS

23 Look at the people rehearsing on the stage. Use the words given below to talk about what they are doing at the moment.

sit	help	talk on the phone	clap hands	hold suitcase	lie on the floor	cry	read the script

E.g. The woman with red jumper is holding a suitcase.

SUGGESTED KEY:
The man sitting on the floor is helping the man. The blonde girl is talking on the phone. The girl with curly hair is sitting and clapping her hands. The woman with red jumper is holding a suitcase. A man is lying on the floor. The man with white t-shirt is reading the script. The woman with jeans is crying.

COMPETENCES
- Students will be able to scan a text for specific information.
- Students will be able to guess the meaning of unknown words from the contexts.

24 Read the text and write true (T) or false (F).

Celine Almase is a world-wide known poet. She expresses her emotions deeply and creates great imagery in her works. She captures me almost in all her poems. She is my inspirational character.

Celine is in her early thirties. She is tall and thin with long wavy brown hair. She has got big green eyes. She sometimes wears glasses. She is French Canadian that's why she speaks English with a strong French accent. She comes from a large family. She has three older brothers and two sisters.

She always gets up very early in the mornings and does sports even at weekends. She is an energetic and **disciplined** woman. She is also **confident** and assertive because most of the time she is able to get her points across. She is always willing to try new things or consider new ideas. She is **open-minded**. And finally, she is a highly **emotional** woman. She cares a lot about other people's feelings.

"I can be rather **moody** at times, which is my worst quality," she says. I hope I can meet her one day and have a chance to talk about poetry.

T 1. Celine Almase's poetry is universal.
T 2. Her style is expressive and rich in imagery.
F 3. Celine can be thirty-eight years old.
T 4. It is possible to see her without glasses.
F 5. She does sports every day except weekends.
T 6. She is very sure of herself.
F 7. She isn't fond of hearing new ideas.
F 8. She thinks she is never moody.

25 Read the text again and answer the questions.

1. What does Celine Almese look like? She is tall and thin with long wavy brown hair. She has got big green eyes.
2. What is Celine Almese like? She is energetic, disciplined, confident, open-minded and emotional.

26 Read the sentences and fill in the blanks using the bold words in the text.

1. Our boss is a(n) confident man. He is always certain about his abilities.
2. Linda is a(n) moody woman. She can be happy one minute and angry the next.
3. The most successful people in life are disciplined ones because they are always well-organized.
4. Open-minded people consider new ideas and opinions that are new or different to their own.
5. I have a highly emotional sister. She feels things more deeply and for longer than an average person.

COMPETENCES
- Students will be able to write a text describing their inspirational character.
- Students will be able to identify the descriptions of the people's appearances in a recorded text.
- Students will be able to compare characteristics of different well-known people by expressing their opinions.

27 Write a short text describing your inspirational character.

STUDENTS' OWN ANSWERS

28 Listen and write the names of the people. Tapescript 5.3

Julie

David

James

Sue

29 Listen again and fill in the blanks with one word.

1. If you have a supportive partner in tennis, game becomes easier.
2. She has got wrinkles on her face and she enjoys them.
3. Taking photos makes him more observant.
4. Stories develop children's imagination and creativity.

30 Look at the dialog and fill in the blanks with the given words.

agree	feel	inspire	miss

Lisa: I think Pablo Picasso's paintings are the best. His compositions are always wonderful. A viewer's eye travels through his work in a very pleasing way and does not miss any elements. I always feel his amusing and wise personality in his paintings.

Adam I'm afraid, I don't agree with you. Salvador Dali's paintings are much better than Picasso's. All of his works inspire me to have an open mind and to change the world. Picasso's art reflects his emotional and moody character.

31 Now, prepare a similiar dialog compari... our favorite writers, poets, artists, etc... Then act it out in the cla...

STUDENTS' OWN ANSWERS

COMPETENCES • Students will be able to get the main points of the informative texts related to intercultural differences.

1 Read the text about intercultural differences and number the related pictures according to the paragraphs.

DIFFERENT CUSTOMS AROUND THE WORLD

Living in a different culture is both exciting and challenging. From table manners to gift giving and greetings, there are significant differences. Something acceptable at home may be unacceptable or annoying in another culture. For a better communication, knowing about different cultural practices and respecting them are important. Here are some unique customs from various countries for you.

1 **Be careful about certain flowers in Russia.** Yellow flowers are the symbols of cheating or a break-up in a relationship. Also, skip red carnations. They are usually for grave decoration.

2 **Do not expect a thank you card for some gifts in China.** Clocks, straw sandals, handkerchiefs and flowers are all reminders of death and funerals in China.

3 **Skip the salt in Egypt.** It is insulting to add salt on your food when you are a guest to a meal in Egypt, so do not use saltshaker in order not to be rude to your host.

4 **Greeks do not throw away baby teeth.** Greek kids throw their extracted baby teeth onto their house's roof. They believe that this action will bring good luck and a new healthy tooth.

5 **Never eat without a fork and knife in Norway.** In Norway, people eat even sandwiches using forks and knives because table manners are extremely important for Norwegians.

4

1

5

3

2

2 Read the text again and answer the following questions.

1. In which countries should you be careful about your manners while eating something?
   Egypt and Norway
2. Why is it important to learn different cultures?
   It is important to learn different cultures to communicate well./Knowing about different cultural practices and respecting them is important for a better communication.
3. Which is the most interesting cultural practice for you?
   Students' own answers.
4. Which custom is similar to a custom in your country?
   Students' own answers.

COMPETENCES • Students will be able to get the main points of the informative texts related to intercultural differences. • Students will be able to identify the most frequently used expressions to order food in a restaurant.

3 Choose the main idea of the text.

a. Every culture has its own customs. If you learn and respect them, you can have an exciting experience.
b. It's unnecessary to learn about different cultures since they can be unacceptable or annoying.

4 Read the following expressions and discuss. Are they a customer's or waiter's expressions? Write C for customer, W for waiter.

W 1. Would you like something to drink?
C 2. Lemonade, please.
C 3. What would you recommend?
W 4. Are you ready to order?
C 5. May I have a chicken sandwich, please?
W 6. Would you like anything else?
C 7. I'd love to try ravioli with pesto.
W 8. What about you, ma'am?
W 9. Well, a vegetarian pizza, a hamburger, two cans of coke. Is that all?
C 10. I'll have a cheeseburger, please.

5 Listen to the dialog and put the jumbled sentences into the correct order to make a meaningful dialog. Tapescript 6.1

12 Oh, yes. Green salad, please.
20 Here you are. Thank you very much.
2 Yes, please.
6 Can I have a glass of orange juice, please?
9 OK. For mains?
18 That's all. But I'd like to have the bill, please. In advance.
14 No, thank you.
7 Would you like to order food?
21 You're welcome ma'am. Have a nice day.
8 Yes, I would like to start with the soup. Chicken soup.
1 Hello, can I have a table for two?
13 Would you like some olives in your salad?
3 What would you like to have?
10 Steak with chips, please.
16 For dessert, I'd like red velvet cake, please.
4 Can we have the menu, please?
19 Certainly! That's $75.
11 Would you like to have salad?
5 Here you are.
17 Would you like anything else?
15 And for dessert?

COMPETENCES • Students will be able to take part in a dialogue about ordering food at a restaurant/cafe. • Students will able to scan short texts describing some famous cities in the world for specific information.

6 Work in pairs. Imagine that you are at a restaurant. Create a dialog using the instructions on the role cards below. Refer to Part 5 and to the following menu. Then, act it out.

Menu

Starters
- Garlic bread £ 2.10
- Green salad £ 2.90
- Grilled mushrooms £ 3.10
- Vegetable soup £ 3.50

Main Courses
- Spaghetti £ 6.00
- Meatloaf £ 7.20
- Grilled chicken £ 7.50
- Lasagna £ 8.50

Side Dishes
- Corn cob £ 1.90
- Baked beans £ 2.10
- Peas £ 2.50
- Chips £ 2.90

Desserts
- Apple pie £ 3.00
- Blackberry pie £ 3.10
- Pumpkin pie £ 3.30
- Chocolate cake £ 3.50
- Ice cream £ 3.70
- Fruit salad £ 4.00

Student A
You are the customer
Greet
Ask for a table
Ask for the menu and order food
Ask for the bill
Express your pleasure

STUDENTS' OWN ANSWERS

Student B
You are the waitress
Greet
Respond and show the table available
Take the order and serve your customer
Bring the bill
Express your pleasure

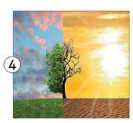
7 Match the pictures with the expressions. Then, discuss which of the following factors do people consider in choosing a holiday destination? If you want, you can add more.

a. Cuisine	b. Landmarks/Tourist attractions	c. Making friends
d. Climate	e. Location	f. Adventure

f

b

a


d

c

e

COMPETENCES • Students will able to scan short texts describing some famous cities in the world for specific information. • Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons.

8 Take a quick look at the travelers' blog and fill in the chart.

HOME ABOUT ME TRAVEL BLOG STUFF I LOVE REVIEWS PRESS FAQ CONTACT WORK WITH ME

LOWDOWN

Search the blog... SEARCH

Are you a first-time traveler? Do you want to take a trip but don't know where to start? Then, you have more reasons to read this blog. Every week, I introduce you to two amazing destinations. This weeks' destinations are Buenos Aires and Barcelona. Here are some useful tips for you to organize an enjoyable, unforgettable trip. First, try to be specific about the destination. Try to find the most appropriate time for your visit. Also, be aware of the customs and traditions of the city. Keep in mind!

Buenos Aires, the capital city of Argentina. People think that it is the Paris of South America. Buenos Aires has a different climate from that of Turkey. It is relatively mild through the year. The city gets hot and humid in summer. While the coldest seasons are June and July, the warmest seasons are January and February. Therefore, the best time to visit this city is between March and April.

Places you shouldn't miss in Buenos Aires; Wander along the boulevards, ideal for witnessing historic and cultural events. Stay in Palermo. There are lots of places for sightseeing such as Palermo Soho and Palermo Hollywood, where all the film companies have their studios. Take time to visit La Boca. It is a small town. It is famous for talented footballers. It is also known as the town of tango. Head to Villa Crespo to buy high quality leather goods as souvenirs for your friends, family, etc. In Buenos Aires, people see them as the best gifts. Try Asado! It is one of the most delicious foods in this city.

Barcelona, Spain; This Mediterranean city of Spain is one of the richest centers in details, architecture, and traces of history. There are some 'must see' places such as The Font Màgica Fountain and Barrio Gotico. As the hottest month is August and the coldest one is January, the best time to visit the city is from May to June because the actual summertime is sticky with humidity. October, the wettest month, is the best time for rain romantics to visit the city.

When in Barcelona, remember to:
- Admire the great views of the city from the magical Montjuic.
- Visit the Park Guell by Gaudi, a Unesco World Heritage Site.
- Fill up your stomach on Tapas and Pintxos.
- Purchase espardenyes, traditional shoes, as souvenirs.

COMPETENCES
- Students will able to scan short texts describing some famous cities in the world for specific information.
- Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons.

	Buenos Aires	Barcelona
the hottest month	January and February	August
the coldest month	June and July	January
the best time to visit	between March and April	from May to June
the best thing to buy	high quality leather goods	espardenyes
the best thing to eat	Asado	Tapas and Pintxos

9 Read the text and match the two halves of the sentences.

1. You should go to La Boca — [d] a. there are lots of movie and TV studios.
2. In Palermo, — [a] b. because it is the hottest season.
3. Visiting Barcelona in summer is not a good idea — [b] c. to admire great views of Barcelona.
4. You should climb up the Montjuic — [c] d. if you are interested in tango or football.
5. You should visit the Park Guell by Gaudi — [e] e. if you want to see a world heritage item.

10 Imagine that you will visit a city. Write a series of sentences about it and give reasons. You can use the words/phrases in the box as cues.

E.g. I'm thinking of going to Tokyo to visit Akihabara Electric Town because it is the largest electronic appliances and devices town in the world.

hospitable people	great	fascinating landscapes	coastal	cosmopolitan
delicious dishes	ancient	world-famous attractions	industrial	safe

STUDENTS' OWN ANSWERS

COMPETENCES
- Students will be able to detect specific information in public announcements at the airport/train station etc.
- Students will be able to use the most frequently used expressions to buy a flight/bus/train ticket.

11 Below are some expressions of buying tickets. List them in the chart.

a. How much is the ticket?
b. Near the front?
c. Where are you traveling to?
d. I would rather travel in the morning.
e. May I book a ticket for March 2nd?
f. What city are you traveling to?
g. Do you accept credit card?
h. What time is the next flight to London?
i. Would you like a window or an aisle seat?
j. How would you like to pay?

Asking for tickets	Seats	Payment Details	Destination
d e h	b i	a g j	c f

12 Listen to the dialog about traveling and circle the correct choice. Tapescript 6.2

1. **Where are the people?**
(a) at the airport b. at the bus station c. at the train station

2. **What are the destination?**
a. Barcelona (b) New York c. Lisbon

3. **What is the date on the ticket?**
a. on January 5th b. on February 15th (c) on February 5th

4. **How much is the ticket?**
(a) $75 b. $57 c. $95

5. **What is the form of payment?**
(a) in cash b. by credit card c. by cheque

13 Work in pairs. Discuss where you can hear the following announcements. List them in the chart. More than one option is possible.

1. Do not stand close to the rails.
2. There is a delay due to the weather conditions outside.
3. Your train is ready for boarding at Platform 4.
4. Go to the waiting lounge.
5. The new platform number is 12.
6. Proceed to Platform 4.
7. The new gate number is 8C.
8. The new boarding time is 15.15.

at the airport	at the bus station	at the train station
2 4 7 8	2 5 6	1 2 3 5 6

COMPETENCES
- Students will be able to identify the most frequently used expressions to order food in a restaurant.
- Students will be able to take part in a dialogue about ordering food at a restaurant/cafe.

14 Listen to the dialog between the waiter and Linda. Tick the food names you hear on the menu. Tapescript 6.3

GUSTO MENU

STARTERS	MAIN DISHES	SIDE DISHES	DESSERTS	DRINKS
☐ Garlic Bread	☑ Roast Chicken	☐ Garden Vegetables	☐ Chocolate Cake	☑ Mineral Water
☐ Soup	☐ Fried Fish	☐ Green Salad	☐ Apple Pie	☐ Soft Drinks
☑ Mushroom Soup	☐ Lamb Chops	☐ Tuna Fish Salad	☑ Berry Cheesecake	☐ Ice Latte
	☐ Meatballs	☑ French Fries	☐ Ice Cream	☐ Coffee
	☐ Lasagne			

15 Listen to the dialog again and number the questions as you hear.

[5] Anything to drink?
[6] Would you like some dessert?
[3] Are you ready to order?
[2] Can I have the menu, please?
[1] Would you like to order anything?
[4] What would you like to have as a main dish?

16 Read the statements and write true (T) or false (F).

T 1. Linda starts her meal with soup.
F 2. She wants to eat meatballs with French fries.
F 3. She doesn't want to drink anything with the main dish.
T 4. She orders dessert after the main dish.
F 5. She wants to have coffee with dessert.

17 Complete the dialog using the phrases in Part 15.

Waiter Are you ready to order _____ sir/madam?
Customer Well, yes. I'd like fried fish with green salad.
Waiter Sure! Anything to drink _____?
Customer Mineral water, please.
Waiter Would you like some dessert _____?
Customer Yes, I want apple pie.
Waiter Is that all?
Customer Oh, yes. Thanks.

18 Work in pairs. Prepare a similar dialog by [illegible] names from the menu. Then act it out in the classroom.

STUDENTS' OWN ANSWERS

COMPETENCES
- Students will be able to get the main points of the informative texts related to intercultural differences.

19 Read the text and choose the correct option.

TASTING CULTURES

Hi, I'm Nisha from India. I'm an exchange student at the University of Iceland. It's a great experience for me to study in a different country. Iceland is very interesting, especially its cuisine. The Icelanders always make a very healthy start early in the morning. Due to the harsh weather conditions of the island, people prefer nutritious food. Their breakfast is rich with dairy products. Skyr is very popular here. It's like yoghurt made from milk. They usually have it with berries. Seafood and lamb are the most favorite dishes for lunch and dinner. My favorite one is the traditional Kjotsupa. It is a delicious lamb soup. They cook lamb with potatoes, carrots, rice, and herbs. As the country is surrounded by the ocean, one can find every kind of fish easily. I don't recommend the Hakarl, though. It's made from shark and it doesn't taste really good. Dinner is the most important meal of the day. The whole family gets together and enjoys it. Before eating the last piece of food, they always ask everyone who is sitting around the table whether they want it or not, which is really polite. Salads are rare here because the country has so many days without sun, and it's really hard to grow green vegetables. There are two things in Iceland that people never say no. They are ice cream and coffee. They love ice cream and eat it at any time of the year, and they drink coffee like there is no tomorrow.
I, as an Indian, sometimes miss my country's spicy food because spice means everything to us. We don't only use them just for the taste and aroma but also for their health benefits. We use various kinds of spices in every dish. Chicken tikka masala is a very good example of this. It's a delicious grilled chicken, and we serve it with a tomato-yoghurt sauce spiced with chili, garlic, and ginger. What I always miss here is our bread Chapati and Roti. Bread is an important part of our daily lives. We eat them for breakfast, lunch, and dinner. They also help us to pick the food such as curry and rice with our fingers while eating. Most of the Indians prefer to eat with fingers, and we use our right hand for eating because using the left hand is considered very rude in my country. We also wash our hands before and after the meal.

1. The text is about ___.
a. the University life in Iceland b. the traditions of India
(c) different food cultures in Iceland and India d. hard weather conditions in Iceland

2. The Icelandic cuisine is based on a healthy diet. Icelanders prefer nutritious food in their meals because ___.
a. their physical appearance is very important for them
b. they like to eat traditional dishes especially on special events
(c) the country is an island and it has hard weather conditions
d. the people on the island cannot grow any vegetables

3. ___ and ___ are two must items that play an important role in Indian cuisine.
a. Fish/lamb b. Milk/yoghurt c. Ice cream/coffee (d) Spice/bread

20 Read the statements and write true (T) or false (F).

T 1. The people in Iceland prefer dairy products at breakfast.
T 2. Icelandic cuisine is rich with various kinds of seafood because the country is in the middle of the ocean.
F 3. It's easy to grow green vegetables in Iceland because most of the days are sunny throughout the year.
F 4. In this text, there is no information about the table manners of two countries.

COMPETENCES • Students will be able to scan short texts describing some famous cities in the world for specific information.

21 Read the text about Prague and Cape Town and fill in the table with the correct information.

A TALE OF TWO CITIES

PRAGUE: THE GOLDEN CITY

Prague is the capital of the Czech Republic in central Europe. It's called the golden city of hundred spires because of its beautiful cathedrals and towers. Its rich history, magnificent architecture and breathtaking nature make it a popular tourist destination. The city has warm summers and cold winters. The best times to visit the city are the spring and early fall. Prague is just like a 3D architecture book. You can see many styles of culture from Gothic to Cubist in the city. The most famous historic building is the Prague Castle. It's the symbol of the city. The Powder Gate, the Prague Astronomical Clock Tower, and numerous lovely bridges on the Vltava River are worth seeing. You can also take nice pictures of the city from Petrin Lookout Tower. The most interesting building in the city is the Dancing House. Prague is a musical city. It can satisfy both classical music listeners and fans of rock, pop, and every other genre. In summers, the parks and the squares of the city come alive with the music festivals. While walking in the streets of the old town, you can also taste their famous sweet snack, the chimney cake, locally known as Trdelnik. Don't forget to buy a handmade puppet because puppetry isn't a child game here. You can find plenty of wonderful puppet characters in the city.

CAPE TOWN: THE MOTHER CITY

Cape Town is the oldest and the second-largest city in South Africa. It attracts thousands of people with its natural beauty, nice weather, and friendly people. The mild weather of the city all year round makes it a perfect destination, especially for the beach lovers. The best time for a beach holiday is from December to February. Cape Town is home to Africa's most beautiful beaches. The city is the meeting point of two oceans; the Atlantic and the Indian Ocean. The Clifton Beach with its white sand and crystal clear water offers a lot to the visitors. You can also go to Boulders Beach and have a lifetime experience with the friendly penguins. Table Mountain is the most famous landmark in Cape Town. The top of it has a flat shape, and it's considered to be one of the Seven Natural Wonders of the World. You can reach the top by cable car. Kirstenbosch National Botanical garden is one of the world's greatest botanical kingdoms. It holds an incredible range of plant species. In summer, local people enjoy concerts from rock to classical at the garden's amphitheatre. This city is the right place to buy leather. The local leather backpack can be a great choice, and Zulu ceremonial spoons can be a perfect souvenir to bring home.

PRAGUE	
Location:	Centre of Europe
Weather:	Warm summers and chilly winters
Best time to visit:	Spring and early fall
Attractions:	Prague Castle, Powder Gate, the Astronomical Clock Tower, Petrin Lookout Tower, and the Dancing House
Shopping:	Handmade puppets

CAPE TOWN	
Location:	South Africa
Weather:	Mild weather during the year
Best time to visit:	From December to February
Attractions:	Clifton Beach, Boulder Beach, Table Mountain, Kirstenbosch National Botanical Garden
Shopping:	Leather backpack and Zulu ceremonial spoons

COMPETENCES • Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons. • Students will be able to talk about some basic cultural differences of places they have visited.

22 Look at the paragraph and complete the missing parts with the words given below.

delicious	warm	ancient	stunning

My dream city is Verona in northern Italy. I would like to visit this beautiful city one day because I love ancient cities and I really like to take the pictures of the historic buildings like palaces and churches. Verona is rich in culture so I can have a chance to take stunning photos, especially a selfie at the famous balcony of Romeo and Juliet. The other reason that I'd like to visit this city is to taste its delicious food because Italian cuisine has plenty of mouth-watering dishes and I want to try most of them. They say that the people are warm and friendly in Verona and they mix easily with visitors, so I really want to meet the local people and have a great experience in this lovely city.

23 Now it's your turn to imagine a trip to your dream city. Write a paragraph to describe why it is worth visiting.

STUDENTS' OWN ANSWERS

24 Look at the speech bubbles and fill in the blanks with the given words.

arrive	shake	prefer	eat

Akashi

In Tokyo, we greet each other by bowing. In Switzerland, people shake hands and kiss their family members or close friends three times on the cheek.

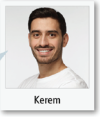
We use chopsticks in Seul but in Mumbai, people eat food with their hands and they don't use their left hand because it's considered very rude.

Nabi

Sarah

Punctuality is very important in Britain. We always arrive on time for our meetings but in Greece, it is very normal to be half an hour late.

From morning till night we usually have tea in Erzurum but in Helsinki people prefer to drink coffee.



Kerem

25 Talk about the city you've visited answering the questions below.

- Which city is it?
- What are the main cultural diff... ...ms city and yours?

STUDENTS' OWN ANSWERS

COMPETENCES • Students will be able to detect specific information in public announcements at the airport/train station, etc. • Students will be able to use the most frequently used expressions to buy a flight/bus/train ticket.

26 Look at the dialog and complete the missing parts with the given words in the box.

boarding gate	baggage	check-in desk	boarding pass	security control

Joanna Mom! This is my first flight experience. I'm very excited. Here we are at the airport. What do we do now?

Kimberly First, we go to the check-in desk. We show the passenger attendant our tickets and passports. They take our baggage and give us a boarding pass.

Joanna And then?

Kimberly We go through the security control before entering the departure lounge.

Joanna And we find our boarding gate and get on the plane.

Kimberly Great! Let's go!

27 Listen to three tracks about travelling. Choose the correct options to complete the sentences. Tapescript 6.4

Part 1: 1. Martha and Gilbert are at the ___. a. security control (b) check-in desk
2. They have ___. (a) two pieces of baggage b. only hand baggage
Part 2: 1. The destination of the flight is to ___. (a) Zurich b. Kiev
2. The flight number is ___. a. TK 3285 (b) TK 3582
Part 3: 1. The speakers are ___. (a) on the plane b. at the boarding gate

28 Listen to the tracks again. Write true (T) or false (F).

T 1.Martha and Gilbert have a flight in the morning.
F 2.Martha wants to have a seat on the aisle.
T 3.The passengers are boarding at gate 14.
F 4.Martha wants to have a cup of coffee.

29 Put the sentences in the correct order to make a meaningful dialog.

[5] OK, let me see. One-way or round trip?
[4] July 19th.
[8] It sounds OK. Thank you.
[2] Good morning. I'd like to buy a ticket to Madrid, please.
[3] Sure. Which date would you like to travel?
[7] One moment, please…Well, from London to Madrid, round trip, economy class is £450. You're leaving on July 19th and returning on July 26th.
[6] Round, please. I'm returning on July 26th. How much is it?
[1] Good morning. How can I help you?

30 Work in pairs. Prepare a similar dialo... ...rlined words. Then act it out in the classroom.

STUDENTS' OWN ANSWERS

COMPETENCES • Students will be able to take part in conversations that can occur while travelling. • Students will be able to write a short message to leave at the reception desk for their parents.

31 Complete the missing parts of the dialog with the given phrases. Then act it out in the classroom.

Do you have any other hand baggage	Here is your boarding pass
Do you have any baggage	Can I have your passport and ticket
Have a nice flight	Would you like a window or an aisle seat

Check-in officer Good morning sir! Can I have your passport and ticket, please?
Passenger Yes, of course. Here you are.
Check-in officer Thank you. Do you have any baggage?
Passenger Yes, I have just one.
Check-in officer Do you have any other hand baggage?
Passenger Yes, I have this small bag.
Check-in officer Would you like a window or an aisle seat?
Passenger I want to sit on the aisle.
Check-in officer Here is your boarding pass. Gate number 25. You need to be at the gate forty minutes before the departure. Have a nice flight.
Passenger Thank you.

32 Read the short messages and guess where Nick, Diego and Sandra are at the moment.

Mom & Dad,
My scuba diving course starts early in the morning in Kaş. Enjoy your breakfast. I'll be back late in the afternoon.
Nick

Dad,
I'm attending a rock concert in Hyde Park at 2 p.m. I'll join you at dinner.
Diego

Mom,
I'm going out to take some more photos of the Colosseum before we leave the city. I'll be back in two hours.
Sandra

Nick is in Antalya, Diego is in London, Sandra is in Rome.

33 Imagine you are staying at a hotel in a foreign city with your parents, but you have to go out. Leave a short message for them.

STUDENTS' OWN ANSWERS

ANSWER KEY
THEME 7

COMPETENCES
- Students will be able to organize information on world heritage in a recorded text/video.
- Students will be able to ask and answer simple questions in an interview about past times and past events.

1 Listen to the dialog and decide whether the following statements are TRUE or FALSE. Tapescript 7.1

F 1. The Empire State Building is one of the wonders of the world with its architecture, height, design and panoramic view.
F 2. Modern buildings always take place in the World Heritage List.
T 3. Statue of Liberty is a masterpiece of the human spirit.
T 4. Historic areas of İstanbul, Hattusha and Troy are on the list because of their historical importance.
F 5. Göreme National Park is in Bolu.

2 Listen to the dialog again and write the numbers of the structures and sites in the correct category in the box.

Structures	Categories
1. The Empire State Building	[2] Seven Wonders of the World
2. Statue of Liberty	[3] World Heritage Sites
3. Historic areas of İstanbul, Hattusha, Troy	[1] Wonders of the US

3 Read the dialog and answer the questions.

Grace Andy! You look pensive. What's wrong?
Andy I'm sorry. I just remember some moments here.
William What moments?
Andy I was here with my wife Brooke and my son Daniel. It was a warm April day. I still remember everything. Brooke was next to me to admire the view from here. Daniel was a little baby. He was only 10 months old. But now we are apart from each other, and I miss them very much.
Grace Were you here for holiday or academic purposes?
Andy It wasn't for academic purposes. It was a package tour. Everyone was very happy and fortunately, there were no problems during the tour. I mean, we were with a baby, but everything was perfect. We were lucky.
Grace I see. Be patient, Andy. You will come together again.
Andy You are right. Let's forget about it and seize the moment. Why don't we go on talking about the Seven Wonders of the World?
William OK, then.

1. Why was Andy sensitive?
He remembered some moments with his family.
2. Were Grace and William caring?
Yes, they were.

COMPETENCES
- Students will be able to ask and answer simple questions in an interview about past times and past events.

4 Work in pairs. Fill in the gaps using appropriate past forms of "be".

1. Andy is in the US with Grace and William, now. Long ago, he **was** there with his family.
2. Daniel, Andy's son, is 12 years old now. When they were in the US, he **was** only 10 months old.
3. Andy is in New York for academic purposes. But his previous visit **wasn't** (not) for academic purposes. It **was** a package tour.
4. This morning, we **were** at Susan's cafe for breakfast. The portions **were** large but they **weren't** (not) delicious.
5. Sam How **was** your trip to Rome last week?
Carol Oh, it **was** amazing.
6. Lisa? I can't remember her face. **were** we in the same class at primary school?
7. There **weren't** any fresh tomatoes at the marketplace last week. I think it **was** because of the heavy rain and frost.

5 Ask and answer questions as in the example using the past simple forms of "be".

Student A Were you a happy child?
Student B Yes, I was (a happy child)./No, I wasn't (a happy child).

1. What was your favorite game in your childhood?
2. Who was your best friend when you were at primary school?
3. How was your last birthday?
4. Where were you last summer?
5. How many students were there in your class last year?
6. Was it Friday yesterday?
7. Were you afraid of spiders when you were a child?
8. Was your room tidy yesterday?
9. Were you busy last weekend?
10. When was your last English exam?

STUDENTS' OWN ANSWERS

COMPETENCES
- Students will be able to ask and answer the questions about a text related to the world heritage.

6 Read the text and answer the questions.

Seven Wonders of the Monumental Engineering of the 20th Century

The American Society of Civil Engineers came up with the list of the seven wonders of monumental engineering and constructions of the 20th century. The list is as follows:

Golden Gate Bridge: It connected San Francisco and Marine County in 1937. It was the longest suspension bridge in the world until 1964. It took about four years to complete this beautiful bridge with a length of 2.73 kilometers. 80.000 miles worth of steel wire held the bridge and the engineers designed special cables, 36.5 inches in diameter, to link the two towers.

CN Tower: In 1976, the tower became the world's tallest freestanding building with 553.3 m height. It held this record for 34 years until the completion of Burj Khalifa.

Channel Tunnel: This tunnel linked Folkestone (England) with Coquelles (France). The construction of 50.45 kilometer rail tunnel began in 1988 and finished in 1994.

Empire State Building: This masterpiece is still the tallest building in New York. It is 381 m high. It was also the tallest building of the world until the construction of the World Trade Center. The engineers completed it in 1931.

Panama Canal: It took 34 years to create this 50-mile-long canal across the Isthmus of Panama. About 80.000 people died during its construction, most from disease. It was the most expensive and deadliest project in American history at that time.

1. Who determined the list of seven wonders of monumental engineering?
The American Society of Civil Engineers determined the list of seven wonders of monumental engineering.
2. What is special about the Empire State Building?
The Empire State Building is the tallest building in New York.
3. How long did the CN Tower hold its record for being the tallest freestanding building?
The CN Tower held this record for 34 years until the completion of Burj Khalifa.
4. Which cities did Channel Tunnel link?
Channel tunnel linked Folkestone (England) with Coquelles (France).
5. How many people died during the construction of the Panama Canal? Why?
About 80.000 people died during the construction of the Panama Canal, most from disease.
6. How long did it take to complete the Golden Gate Bridge?
It took about four years to complete the Golden Gate Bridge with a length of 2.73 kilometers.

COMPETENCES
- Students will be able to write a series of sentences about historical places they visited in the past.

7 Study the text in Part 6 and find the past simple forms of the verbs below.

begin	began	hold	held
take	took	finish	finished
become	became	link	linked
complete	completed	die	died
design	designed	connect	connected

8 Look at the historical places below and tick the ones you have visited or even have heard of. Then, tell your friends about them.

Aizanoi (Kütahya)

Aspendos Roman Theatre (Antalya)

Cappadocia (Nevşehir)

Bodrum Castle (Muğla)

Ephesus (İzmir)

Göbeklitepe

Hagia Sophia (İstanbul)

Topkapı Palace (İstanbul)

Dalyan-Caunos (Muğla)

Sumela Monastery (Trabzon)

Troy (Çanakkale)

Didyma (Aydın)

STUDENTS' OWN ANSWERS

9 Choose one of the historical places you have visited before and write a paragraph about it, including the name of the place, time of the visit and significant details about the place.

STUDENTS' OWN ANSWERS

COMPETENCES • Students will be able to ask and answer simple questions in an interview about past times and past events.

10 Match the reasons for traffic accidents to the pictures.

1. icy roads	2. excessive speed	3. tired drivers	4. texting while driving	5. distraction	6. talking on the phone

4

2

6

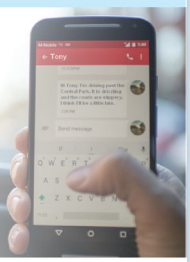
3

1

5

11 Mr. and Mrs. Wilkinson are in a taxi with their daughter Rebecca. The driver is texting while driving. Read the dialog and answer the questions.

Mr. Wilkinson Hey! What are you doing? You mustn't text while driving…
Driver Oh my God!
Mr. Wilkinson What was that? Is everyone OK?
Mrs. Wilkinson I bumped my head against the front seat. Rebecca, are you okay?
Rebecca Don't worry, mom. I'm OK. But... But there is a terrible pain in my right shoulder.
Mrs. Wilkinson Is the driver OK? He isn't moving, is he?
Mr. Wilkinson Let's call an ambulance...
Mrs. Wilkinson Ok, I'm calling.
Mr. Wilkinson Hurry up, honey. Tell him that it's a pile-up. There are other vehicles and maybe injured people.



1. Why did the accident happen? Because the driver texted while driving.
2. What are the health problems? Mrs.Wilkinson bumped her head. There is a terrible pain on Rebecca's right shoulder.

COMPETENCES • Students will be able to respond to simple questions/statements in a recorded interview. • Students will be able to ask and answer simple questions in an interview about past times and past events.

12 A reporter is at the hospital for an interview with casualties. Which of the following questions do you think she asked in the interview? Discuss.

1. How did you react?
2. Were the roads slippery?
3. Where were you when the accident happened?
4. Why do you think the accident happened?
5. How did you feel when you heard the crash sound?
6. Did you notice anything strange?
7. Can you tell me what happened?
8. What was the average speed?
9. How many people were with you?
10. When did the ambulance arrive?

STUDENTS' OWN ANSWERS

13 Listen and check your answers. Tick the questions you hear. Tapescript 7.2

1 - 3 - 4 - 7 - 9 - 10

14 Below are some of the answers to the questions in the interview. Listen again and circle the ones you hear.

a. I was at the traffic lights. / b. I was at the car park.
a. I was calm. / b. I was shocked.
a. We were three. / b. I was alone.
a. It took a long time. / b. Just a couple of minutes later.
a. Terrible. / b. Not bad.

15 Imagine that you are a reporter at the hospital for an interview with casualties. Think about the questions that you would like to ask and write them down. Then, ask these questions as in the listening and your friend/s should answer as The Wilkinsons. Refer to the dialog for answers.

STUDENTS' OWN ANSWERS

COMPETENCES • Students will be able to organize information on world heritage in a recorded text/video. • Students will be able to ask and answer simple questions in an interview about past times and past events.

16 Listen to Zoe and Tim talking about world heritage. Choose the correct option to fill in the chart. Tapescript 7.3

Banks of the Seine	54	Italy	Phoenix Islands Protected Area	Holy Trinity Column

The largest world heritage site	Phoenix Islands Protected Area
The smallest site	Holy Trinity Column
The country with the most sites	Italy
The most visited site	Banks of Seine
Number of sites in danger	54

a. A very long wall built to defend the country. It is the longest structure ever built.
b. The pyramid fields from Giza to Dahshur. The Great Pyramid was the tallest man-made structure in the world for 3,800 years.
c. The building was also used as a hospital. The architect of it was Hurrem Shah.
d. A statue of a woman that symbolizes freedom. It was a present from France given to America in 1886.

c 1. The Great Mosque of Divriği

d 2. Statue of Liberty

b 3. Memphis and its Necropolis

a 4. The Great Wall of China

17 Work in pairs. Ask and answer questions about the places in Part 16.

E.g. **A:** Who was the architect of t...
B: Hurrem Shah was t... STUDENTS' OWN ANSWERS ...sque of Divriği.

COMPETENCES • Students will be able to ask and answer the questions about a text related to world heritage.

18 Read the text and match the headings to the paragraphs.

KYOTO TIMES

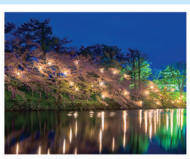
1. C Two years ago, my friend Lilly and I visited Kyoto, Japan. The first place we visited was Nijo Castle, a World Heritage site of UNESCO. It was an old wooden samurai castle with a beautiful garden. It was a picture-postcard place with all colours of breathtaking flowers everywhere. The main entrance to the castle was Higashi Otemon Gate. As we entered the gate, we were back in the old times of Japan.

2. A When we went to Kyoto, it was the cherry blossom season, the most enjoyable time of the year. As it was May, the weather was warm, and there were pink cherry trees everywhere. We walked around the beautiful garden and watched the blossoms. At night, we joined the Cherry Blossom Festival and watched the colourful 3D light shows over the trees. It was just like a dream.

3. B The day after the festival, we heard that there was a traditional wedding ceremony in the teahouse of the castle. We saw the bride and the groom in their traditional Japanese wedding dresses. They looked amazing. It was a very special moment in their life.

On our journey back to England, we felt so delightful to have such great memories.

Jamie Wilson


A. Changing colours

B. A moment to remember

19 Read the text again and answer the questions.

1. How did the narrator describe Nijo Castle? A picture-postcard place with all colours of alluring flowers everywhere.
2. What did the narrator and her friend Lilly do at the festival? They watched the colourful 3D light shows over the trees.
3. What was there at the teahouse? There was a traditional wedding ceremony.
4. How did they feel after they visited Nijo Castle? They felt so delightful.

C. Time of the samurai

20 Complete the dialog between Lilly and her mom with the questions below. One is extra.

Did you see the cherry trees?	What was the weather like?	How long did you stay in Kyoto?	Which city did you go?

Lilly's Mom: So! Tell me everything about Japan. Which city did you go?
Lilly: We went to Kyoto, mom. It was fantastic.
Lilly's Mom: Did you see the cherry trees?
Lilly: Yes! We saw the lovely cherry trees. They took my breath away.
Lilly's Mom: Great! How long did you stay in Kyoto?
Lilly: We stayed in Kyoto for a week. Then, we went to Tokyo.

COMPETENCES
- Students will be able to ask and answer simple questions in an interview about past times and past events.
- Students will be able to ask and answer the questions about a text related to world heritage.

21 Read Susan's email and match the questions with their answers.

- Where did you go?
- How did you go?
- Who did you go with?
- ...ere?
- ... that place important in history?
- Did you like it? Why/Why not?

STUDENTS' OWN ANSWERS

New Message

To:

Subject:

Dear Daisy,
I am finally home... I came from Yellowstone National Park two days ago. I went there for my thesis research, but I had a weekend runaway at the same time. It was lovely. When I arrived there, I was amazed by the natural beauty of the park. I learned from the locals that the name came from the Yellowstone River within the park. It was also the only park that was located in three cities Wyoming, Montana, and Idaho.
The park had impressive geysers and hot springs. On the first day, I went to observe the eruption of The Old Faithful Geyser, the most famous geyser in the world. It erupted every 90 minutes, so I waited and took pictures of two eruptions. Hot water and steam rose to the sky and created a rainbow. The scenes were fantastic.
On my second day in Yellowstone National Park, I went to see bison in their natural environment. They were so lovely! The park guide told me that the park was also home to grizzly bears, wolves, elk, and many other species of mammals, birds, and fish. At the end of the weekend, I understood why the park was declared a World Heritage site of UNESCO. I hope we may visit the park together sometime. Anyway, that's all from me for now.
Take care,
Susan

SEND

d	1.	Where was she two days ago?	a. Bison.
e	2.	What is the important fact about The Old Faithful Geyser?	b. No, it was home to many species of animals.
a	3.	Which animals did she go and see?	c. Yes, it is a hole in the ground from where hot water and stream erupts.
b	4.	Was the park a habitat for mammals only?	d. Yellowstone National Park.
c	5.	Is a geyser a geographical formation?	e. It's the most famous geyser in the world.

22 Read the email again and answer the questions.

1. What gave the park its name?
   The Yellowstone River gave the park its name.
2. Was the park located in one city?
   No, it wasn't. It was located in three cities.
3. What was the importance of the park for animal life?
   It was home to grizzly bears, wolves, elk, and many other species of mammals, birds, and fish

COMPETENCES
- Students will be able to give a short simple presentation about an ancient civilization they have searched before.

23 Look at the short presentation on Ancient Egypt and fill in the blanks with the given words.

located	lasted	invented

Ancient Egypt

Ancient Egypt is one of the oldest civilizations in the world. It lasted for over 3000 years from 3150 BC to 30 BC. It was located along the Nile in Northeast Africa. Egyptian people invented writing.

24 Choose one of the ancient civilizations below and prepare a short presentation answering these questions.

Aztec Civilization

Mesopotamian Civilization

Roman Civilization

- What's the name of the ancient civilization?
- Where was it located?
- How long did the civilization last?
- How did this civilization influence the world?

STUDENTS' OWN ANSWERS

COMPETENCES
- Students will be able to reorder the events in a short story.

25 Read the story to put the events in the correct order.

1. Traders from different countries came to Ephesus Harbour.
5. The archaeologists rebuilt The Library of Celsus.
4. The mud of the river filled the harbour.
2. The Library of Celsus was built.
3. The emperor Arcadius built the street with the streetlights.

THE ANCIENT PORT CITY

This is the story of Ephesus, one of the largest and richest cities of the Roman Empire. It had beautiful temples, baths, theatres, and libraries. It was a port city, like İzmir today. Traders from all around the Mediterranean came to this harbour.

The most important building of Ephesus, The Library of Celsus, is one of the most famous Roman buildings today. It has four statues. The statues represent Wisdom, Goodness, Thought, and Knowledge. The library was built in the 2nd century.

There was a beautiful street connecting the harbour to the theatre. The street had shops on both sides. It had lights at night. In the Roman Empire, only Rome, Antioch, and Ephesus had streetlights. This street was built by the emperor Arcadius in the 5th century.

After the 6th century, the mud that the Küçük Menderes river carried, filled the harbour slowly. The city became smaller and smaller. In the end, people left the city and started living in the nearby town called Selçuk. Today the sea is eight kilometres away from the ancient harbour of Ephesus.

In the 19th century, Turkish and Austrian archaeologists started to restore the buildings in the ruins of Ephesus. For example, the Library of Celsus was not like what we see today. They rebuilt it in 1978. Ephesus is one of the most important and complete Roman cities that came through our day.

26 Read the story again and write true (T) or false (F).

T 1. Ephesus was near the sea in the past.
F 2. The Celsus Library had three statues.
F 3. The street was dark at night.
T 4. People left Ephesus and moved to Selçuk.
F 5. German archaeologists restored the buildings.

COMPETENCES
- Students will be able to respond to simple questions/statements in a recorded interview.
- Students will be able to write a series of sentences about the historical places they visited in the past.

27 Listen to the interview between a professor and a reporter about a World Heritage Site in Turkey. Which site are they talking about?

a. Ephesus

b. Nemrut

(c.) Troy

28 Listen to the interview again and choose the correct answer. Tapescript 7.4

1. **When was the city attacked in the Trojan War?**
   a. In the 20th century (b.) In the 12th century
2. **Where is Troy?**
   (a.) In the north-western part of Turkey b. In the southern part of Turkey
3. **What is the name of Homer's famous epic poem?**
   a. Minyas (b.) Illiad
4. **Who was Frank Calvert?**
   (a.) A British archaeologist b. A German archaeologist
5. **When did Frank Calvert discover Troy?**
   a. In 1965 (b.) In 1865

29 David was in Turkey last year. He visited the Archaeological Site of Troy. Read the paragraph from David's diary and fill in the blanks with the given words.

lived	went	saw	took

I (1) went to the ancient city of Troy last summer. It was in Çanakkale. I (2) saw the old ruins of the city and the wooden horse. I visited the Troy Museum and (3) took some pictures. Troy is one of the oldest cities in human history. People (4) lived there for 4000 years. It was amazing.

30 Now write a paragraph about a historical place you visited in the past.

I went to ... It was ...

STUDENTS' OWN ANSWERS

COMPETENCES
- Students will be able to identify the most frequently used expressions about health problems.

1 Write the illnesses below the pictures.

cough	diarrhea	sore throat	earache
food poisoning	fever	backache	measles

1 diarrhea

2 fever

3 measles

4 earache

5 food poisoning

6 backache

7 sore throat

8 cough

2 Read the statements and relate them to the illnesses in Part 1.

1	I often have an urgent need to use the bathroom.	diarrhea
2	I sweat and keep vomiting.	food poisoning
3	There is an awful pain in my ear, and I can't hear anything.	earache
4	It really hurts when I swallow something.	sore throat
5	I have a fever and a widespread skin rash.	measles
6	I feel cold, and a few minutes later, feel hot again.	fever
7	It hurts a lot and I can't stand, sit or walk for a long time.	backache
8	I force out air suddenly and noisily, especially when I have a cold.	cough

COMPETENCES
- Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently.
- Students will be able to ask for and give advice about health problems.

3 Read the paragraph and answer the questions.

Humankind is fighting with the Covid-19 pandemic today. It is an infectious disease which spreads rapidly among people all around the world. Therefore, most of the world's population is on lockdown in an attempt to stop the spread of the disease. Because staying at home and keeping the social distance are the best ways to prevent its spread and protect ourselves from the virus. If you need to go out, you should put on a medical mask and wash your hands very often. Its common symptoms are shortness of breath, fever, cough, loss of smell and taste. If you feel any of these symptoms, you should dial the related emergency number and stay isolated.

1. What kind of a disease is Covid-19?
   It is an infectious disease which spreads rapidly among people all around the world.
2. Why is most of the world's population on lockdown?
   Most of the world's population is on lockdown to stop the spread of the disease.
3. What are the best ways to prevent its spread?
   The best ways to prevent its spread are staying at home and keeping the social distance.
4. What should you do if you go out?
   You should put on a medical mask and wash your hands very often.
5. What are its symptoms?
   Its common symptoms are shortness of breath, fever, cough, loss of smell and taste.
6. What should you do if you feel these symptoms?
   You should dial the related emergency number and stay isolated.

4 Discuss how we can take care of our health in general. Share your opinions about it.

COMPETENCES
- Students will be able to ask for and give advice about health problems.
- Students will be able to express obligations, responsibilities and prohibitions in social life.

5 Give advice for the problems given below using "should/shouldn't".

E.g. **Student A:** I feel dizzy.
Student B: You should rest for a while.

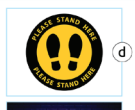
1. Student A	My eye sight is getting worse.
Student B	You should wear glasses.
2. Student A	I have a terrible headache. I can't study.
Student B	You should take a painkiller.
3. Student A	She can't eat anything. She has a stomach ache.
Student B	She should see a doctor.
4. Student A	He is gaining weight these days.
Student B	He shouldn't eat too much.
5. Student A	They have an exam tomorrow. But they prefer chatting with their friends.
Student B	They should study for the exam.

6 Match the notices with the expressions.

a

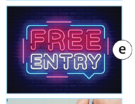
b

c



d

[e] 1. You don't have to pay to enter.
[b] 2. You mustn't speak loudly in the library.
[c] 3. You must be careful. The floor is slippery.
[g] 4. You have to pay here.
[a] 5. You mustn't use your mobile phone at school.
[ ] 6. You have to stop.
[d] 7. You have to wait here.
[h] 8. You mustn't turn right.
[f] 9. You have to sign here.
[ ] 10. You mustn't drop litter.



e

f

j

i

h

g

COMPETENCES
- Students will be able to express obligations, responsibilities and prohibitions in social life.
- Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently.

7 Fill in the blanks with "must/mustn't/have to/has to/don't have to/doesn't have to".

1. You don't have to whisper, nobody can hear us.
2. My mother is strict. She often says "You must tidy your room".
3. Most people don't have to go to work during the pandemic. They can work from home. This is called teleworking.
4. Military service is not optional in Turkey. Men have to go to the army.
5. All passengers have to wear seat belts during the take-off and landing.
6. You don't have to have your ticket with you. You can show the barcode on your mobile phoneand enter.
7. I think you must change your studying habits. Your methods are old fashioned.
8. You mustn't drive fast here. There is a school nearby.
9. You have to pay the bills on time. You cannot pay at any time.
10. I love Sunday mornings. I don't have to get up early. I'm off.

8 Complete the dialogs with the expressions you hear. Tapescript 8.1

1. **Susan** I wonder why she is so popular. Do you know why?
   Daisy Because she is a very talented actress. She has won the Oscar.
   Susan Hmm, I see.
2. **Jimmy** You look very tired.
   Tim I have just finished painting the fences. You know we have a big garden.
   Jimmy Oh, that's true. You should rest.
3. **Edith** Have you ever been to Venice?
   Tom Yes, once. It is an amazing city.
   Edith I have never been there. I'd love to some day.
4. **Paul** You look gorgeous!
   Barbara Thanks a lot, Paul. I have bought this dress for the ceremony.
   Paul It really looks nice on you.

COMPETENCES • Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently.

9 Use the expressions in the box to create meaningful dialogs.

a. I haven't had anything for lunch yet.
b. I guess she's lost it.
c. I've already organized it.
d. She's gained some weight.
e. I've had all my exams.
f. Logan has had an accident.
g. I've cleaned it.
h. I haven't been there for a couple of years.
i. He's gone to London.
j. I've already seen the film.

1 **Emma** Will you join us tonight? We'll go to the cinema.
Steve What's on?
Emma "Terminator".
Steve Oh, I should stay home. I've already seen the film.
2 **Lucy** Oh, your room looks nice!
Jason Thanks. I've cleaned it.
Lucy Well done! Your mom will be happy.
3 **Nick** I didn't see Jimmy at the party last night. Why didn't he come?
Alison He's gone to London. He'll be there all the week.
Nick Oh, I see.
4 **Kevin** Let's go to the restaurant and have something for lunch.
John Great idea! I haven't had anything for lunch yet.
Kevin I'm glad you'll join me.
5 **Carol** I'm going to NY next month.
Sarah Oh, really? I'd like to come with you.
I haven't been there for a couple of years.
Carol Then, you should.
6 **Kate** Julia looks fatter, doesn't she?
Mark Absolutely! She's gained some weight.
Kate Unfortunately.
7 **Daniel** Look! Why are Hazel and Richard standing by the car?
Sophia Hazel can't find the car key. I guess she's lost it.
Daniel Oh, sorry about that.
8 **Adele** Have you heard the bad news?
James Not yet. What happened?
Adele Logan has had an accident. He's at the hospital now.
9 **Parker** Are you planning a vacation for this summer?
Alice I've already organized it. I'm going to Spain.
Parker Good choice!
10 **Eva** Do you have any plans for the weekend?
Adam I've had all my exams. I can join you for fun.
Eva Nice! Let's call the others and make a plan for it.

COMPETENCES • Students will be able to express obligations, responsibilities and prohibitions in social life.

10 Look at the safety instruction cards given and choose the right instructions.

1
(a) Wear protective gloves
b. Wear protective clothes

2
a. Switch on your mobile devices
(b) Switch off your mobile devices

3
(a) Keep your seat belts fastened
b. Keep your seat belts unfastened

4
(a) Ear protection is required
b. You may listen to music inside

5
a. Use fire exit
(b) Use fire extinguisher

COMPETENCES • Students will be able to identify the most frequently used expressions about health problems.

11 Listen to the people talking about their health problems and put the pictures in the correct order. Tapescript 8.2

a 3

b 5

c 4

d 1

e 6

f 2

12 Listen to the dialogs and fill in the blanks. Tapescript 8.3

1 **Doctor** Hello, what's the problem?
Patient I don't feel well.
Doctor What are your symptoms?
Patient I have an upset stomach.
Doctor OK. Do you have diarrhoea too?
Patient No, not at all.
Doctor I see. Have you eaten anything different?
Patient I had a green salad at a café yesterday. My symptoms started after that.
Doctor Maybe the vegetables weren't fresh or well-washed. I won't prescribe you any medicine. Drink plenty of water and don't eat anything greasy.
Patient OK. Thanks.

2 **Doctor** Come in, please. How can I help you?
Patient I have got a terrible headache and I cough a lot all day long.
Doctor Do you feel hot too?
Patient Oh, a little bit.
Doctor All right. I'll take your temperature. Hmm, it's 36.5. You don't really have a fever. Have you taken anything for headache?
Patient Yes. I only took painkillers. Do you think it's serious?
Doctor No, I don't think so. You should take the medicine that I'll prescribe for cough and rest at home for a while.

COMPETENCES • Students will be able to ask help from the emergency services in areas of immediate need.

13 Choose the correct option to complete the dialog.

a. Did he bang his head?
b. How long will it take the ambulance to arrive here?
c. What's your emergency?
d. What's your address?
e. How far did he fall?

911 Dispatcher Hello. What's your emergency?
Woman My son fell off the ladder.
911 Dispatcher I see. How far did he fall?
Woman I think it's about 2 meters.
911 Dispatcher Did he bang his head?
Woman Yes, he did. His nose is bleeding, but he is conscious.
911 Dispatcher What's your address?
I'll send an ambulance.
Woman 44 Oak Street.
911 Dispatcher Please don't move him until the ambulance arrives.
Woman How long will it take the ambulance to arrive here?
911 Dispatcher Less than five minutes. Make sure he is conscious.

14 Work in pairs. Use the Operator Card and the Emergency Card to ask and answer questions.

DISPATCHER CARD
SUGGESTED KEY:
Problem: What's your emergency?
Name of caller: What's your name?
Address of caller: What's your address?
Telephone number: What's your phone number?
Age of the patient: How old is your son?

EMERGENCY CARD
Problem: My two-year-old son has drunk a bottle of syrup. He has vomited a little and he's unconscious now.
Name: Susan Miller
Address: 38 Pine Street
Telephone: 587 357 694
Date of Birth: 24/03/2018

15 Work in pairs. Prepare a dialog for an emergency situation. Then, act it out in the classroom.

E.g. **Dispatcher** 911. What's the emergency?
Caller ...

STUDENTS' OWN ANSWERS

COMPETENCES • Students will be able to ask for and give advice about health problems.

16 Match the speech bubbles to give advice for the health problems.

1. I have an upset stomach. — 3 a. You should see a dentist and stop eating candies.
2. It was a tiring day and I feel dizzy now. — 5 b. You should apply direct pressure on the cut.
3. I have a terrible toothache. — 4 c. You should call the emergency service as soon as possible.
4. I think my grandfather is having a heart attack. — 1 d. You should drink lemon and mint tea.
5. I've cut my hand and it's bleeding heavily. — 2 e. You should have a rest.

17 Complete the dialogs using the sentences below.

a. You shouldn't move it.
b. Should I see a doctor?
c. We should put some ice on it.
d. What do you think I should do?
e. I think you should see a doctor.

1 A: I've got a problem with my back. ___d___
B: It's a good idea to be on bed rest.
A: ___b___
B: Maybe later.

2 A: I cut my finger yesterday. Now, it's red and swollen.
B: Is it too painful?
A: Yes, especially when I try to hold something.
B: ___e___ It's probably infected.
A: Yes, you're right.

3 A: Oh, no! I think I've sprained my ankle.
B: Let me help you. ___a___
A: Oh, it hurts a lot. What else should I do?
B: ___c___ Then, we had better wrap it with a bandage. You'll feel better soon.

COMPETENCES • Students will be able to ask for and give advice about health problems.
• Students will be able to prepare posters/leaflets/brochures about safety and health at work.

18 Work in pairs. Ask for and give advice for the health problems in pictures.

1
A: What's the matter?
B: I've got a toothache.
What do you suggest?
A: You should see a dentist immediately.

2
A: What's the problem?
B: I have a terrible headache. What should I do?
A: I think you should take a painkiller and rest.

3
A: What's the problem?
B: I have a sore throat.
What should I do?
A: It's a good idea to drink some herbal tea and rest.

4
A: Are you OK?
B: No. I think I have a fever.
A: You should stay in bed and drink plenty of water.

19 Complete the poster with the correct words below.

clean | twisting | back | tips | hand trucks | regular | lighting

WORK SAFETY

Do you want to feel safe at work?

Here are some tips to make a safe environment at work:

- Keep the floor clean.
- Localise the lighting for specific tasks to prevent headache and focus on work.
- Use tools like step ladders, hand trucks and cards to lift or carry an object.
- Take regular breaks.
- Avoid stooping or twisting.
- Protect your back.

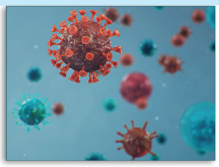
20 Prepare a poster about safety and health in classroom/at home. Follow the steps:

- begin with an interesting question.
- write simple instructions.
- choose attractive pictures or graphics.

COMPETENCES • Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently.

21 Read the text and write a suitable title for it.

STUDENTS' OWN ANSWERS



Coronavirus has just caused a new disease called COVID-19. With the outbreak of the disease in China, life in most countries has been locked down. Unfortunately, nobody knows when the disease will disappear. Luckily, the patients have informed the people via social media, so we can learn what to do and what not to do during this pandemic. Here is one of them:
Sarah is a 24-year-old activist. She has just caught the disease. She is still at the hospital, but she's getting better day by day. She writes on her blog that she has had a high fever, a heavy cough and loss of appetite for a week. Sarah thinks that the virus has seriously affected her system. Even worse, she has had dizziness and she has lost her sense of taste. However, she has started to take the smell of everything and it has been disgusting for her. After receiving the positive test result, she was scared. But now she believes that everything will be better because all the health workers are doing their best to treat the disease. Like all doctors, she warns us that we should wash our hands, stay home and practise social distance because we may have the virus but not show the symptoms.

22 Read the text again and choose the main idea of it.

a. The condition of some patients may get worse 5-10 days after the symptoms start.
(b.) If we are aware of the symptoms of COVID-19 and protect ourselves, we can avoid it.
c. We mustn't travel abroad or join social gatherings because the disease is quite contagious.

23 Read the experiences of two people and find out the message they give. Then, share your ideas in class.

I've just had a terrible experience at home. I was with my little daughter. She was playing in her room, at least I was thinking so, and I was in the kitchen. Suddenly, I heard a noise like a splash of water. I ran to the bathroom and saw her lying in the bathtub. I took her out, but she was unconscious. I ran out of the house to ask for help. Luckily, our doctor neighbor was at home and she gave the first aid until the ambulance arrived. This saved my baby's life.

SUGGESTED KEY: Giving a proper first aid saves life.

I've had an accident recently. Last week, while I was riding my bike, a car hit me. I fell off my bike and felt a terrible pain. Everybody around tried to help me, but they didn't know what to do. At last, somebody thought of calling the emergency and an ambulance arrived to take me to the hospital. I was lucky that nobody touched me until I got professional help.

COMPETENCES • Students will be able to express obligations, responsibilities and prohibitions in social life.

24 Work in pairs. Look at the pictures and talk about the rules of social life.

1
E.g. We must help people in need.

2
We must be punctual./
We mustn't be late.

3
We must protect the environment./
We must put the garbage into the bin.

4
We must join a queue at the end of the line.

25 Read the situations and talk about the social rules.

Nobody in this building puts the garbage into the garbage bin. The garbage is everywhere. It looks awful and smells terrible.
They must keep the environment clean.
E.g. They must put the garbage into the garbage bin.

This town is a holiday resort. There ... They mustn't play loud music./ They must respect the residents. ... . They play music till the morning. The people who live here can't slee...

This school has strict rules, but ... They must obey the rules./They must attend the lessons on time./ They must hand in their projects on due dates./They must queue in the dining hall. ... n their projects bef... ... too.

COMPETENCES • Students will be able to make and respond to suggestions/requests.

1 Form meaningful dialogs with expressions from the box.

- Would you mind giving me your phone number
- Will you open the door
- Can you share your class notes with me
- Can you do me a favor
- Would you water my plants
- Can you wake me up earlier tomorrow

1. **Martin** Will you open the door and turn off the lights, Tim? I'm too tired to get up.
   Volker Sure. Good night.
2. **Student** Would you mind giving me your phone number, sir?
   Teacher Not at all. Do not hesitate to call at any time.
3. **Child** Can you wake me up earlier tomorrow?
   Mother Of course, honey. I'll wake you up, at the same time as your sister.
4. **Mother** Will you open the door, James? It will be your father.
   Child OK, mom.
5. **Tony** Can you share your class notes with me, Linda?
   Linda No problem. I'll send you as pictures.
6. **Henry** Would you water my plants while I'm on holiday?
   James Sure, don't worry. We can water the lawn as well.
   Henry I'll appreciate that. I'll do the same for you.

COMPETENCES • Students will be able to make and respond to suggestions/requests.

2 Work in pairs. Use the instructions to create mini dialogs. Take it turns to make the requests and reply.

1. As a father, ask your son for help with mowing the lawn.
2. As a student, ask your deskmate to tr… e English teacher.
3. As an employ… your boss to let you leave early today.

STUDENTS' OWN ANSWERS

3 Read the dialog and, in pairs, find out the expressions related to asking for and giving suggestions.

Johnson Well... Time flies Amy. The project is over here and it is time to fly back home.
Amy You are right Johnson. When is your flight?
Johnson It's on 20th June. Only 3 days left. I must be careful with the time. I have to write all the reports and I must buy some gifts.
Amy Gifts?
Johnson For the family. Do you have any suggestions for me?
Amy Well, traditionally, you should take souvenirs. They are good reminders.
Johnson That's great! I'll get some. But kids may expect popular things.
Amy That's right.
Johnson What should I do about that?
Amy Well... I recommend you to learn about their expectations from their mother.
Johnson Oh! That sounds great. I should text my wife. Thank you, Amy.
Amy Not at all, Johnson. It was my pleasure.

Expressions related to...	
asking for suggestions	giving suggestions
Do you have any suggestions for me? What should I do about that?	Well, traditionally, you should take souvenirs. I recommend you to learn about their expectations from their mother.

COMPETENCES • Students will be able to make and respond to suggestions/requests.

4 Work in pairs. With your partner, take it turns to ask for and give suggestions for the following. Then, share your solutions with your classmates.

- learning new words
- ways of studying
- time management
- avoiding Internet addiction
- you choose

STUDENTS' OWN ANSWERS

E.g. **Student A** I have difficulty learning new words. What should I do?
Student B You should do revision before you go to bed. I also advise you to download a good dictionary app.

5 Read the dialog and find out what people are going to buy for Noah.

George So, what are we going to do for Noah? He's leaving next weekend.
Carol Let's arrange a farewell party.
Anna We are going to do that, already.
George I mean, what can we get as a gift?
Anna Well... We can get tracksuits of the university.
George I think, he got one the other day.
Carol How about a tablet PC?
Anna That sounds great.
George He has those kinds of things. But he can still use it. At least as a gift to a family member.
Anna Let's keep thinking. If we can't come up with a new thing, we can buy it.
Carol That's a good idea.

A tablet PC.

6 Read the dialog in Part 5 again and decide which expression they used to...

1. suggest something — Let's arrange a farewell party.
2. give a reason and reject/disagree — I think, he got one the other day.
3. suggest an/another alternative — How about a tablet PC?
4. agree — That sounds great.

7 Imagine that one of your friends is going to leave soon and you want to buy a gift/do something for him/her. Discuss with your friends. Follow the instructions below.

- suggest something → _____
- di… give reason/s → _____
- disagree + give reason/s → _____
- …ggest another alternative → _____
- suggest an alternative → _____
- agree → _____

STUDENTS' OWN ANSWERS

COMPETENCES • Students will be able to describe future plans and arrangements.

8 Read Carlos' letter to his cousin Roberto and discuss the plans below it. Tick the ones that you think are Carlos' plans.

Carlos' Plans

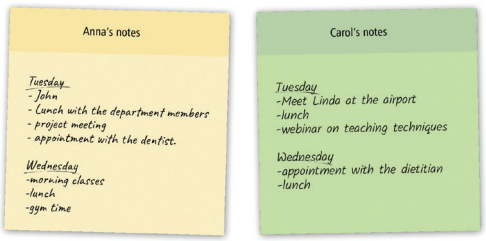
- [x] He is going to get retired.
- [ ] He is going to live in the city.
- [x] He is going to spend more time with relatives.
- [ ] He is going to buy some land.
- [x] He is going to take up new hobbies.

COMPETENCES • Students will be able to describe future plans and arrangements.

9 Read the dialog between Carlos and one of his friends. Find out if your guesses about his plans are true.

Deivid So, Carlos... What are your plans?
Carlos Well... First, I'm going to get retired and move to my house in the village. All my relatives are there. I'm going to spend more time with them.
Deivid You mean, you are going to change everything?
Carlos I can't say that. I'm just going to take up new hobbies like growing vegetables and focus on nature.
Deivid Are you going to buy some land?
Carlos No, I already have a lot of land there. I'm going to work on that.
Deivid You are lucky then.

10 Look at the notes below. Then, read the following sentences from a dialog between Anna and Carol and discuss whose sentences they are.



1. Carol I'm not going to be in the office then. I'm going to pick up a friend at the airport.
2. Anna John is going to visit me.
3. Anna We cannot go shopping on Tuesday afternoon, I'm going to see my dentist.
4. Carol We are going to come together with my dietitian.
5. Anna I'm going to have some classes in the morning.

COMPETENCES • Students will be able to give and receive information about quantities, numbers, and prices in conversations about shopping.

11 Below are phrases related to shopping. Work in pairs and discuss whose they are. Write CUS for customer, CAS for cashier, ATT for attendant/assistant.

CUS I'm trying to find a lamp shade.
ATT How does it fit?
CUS How much is this?
CUS Where can I find the grocery?
CAS Next, please!
ATT Can/May I help you?
CAS Enter your PIN, please.
ATT Would you like anything else?
CUS Do you accept credit cards?
CUS Is this in the sale?
CUS I'll pay in cash.
CUS Where is the changing/fitting room?
ATT What size would you like?
CAS Total is $10.
ATT How about this one?
CAS That's/They are £5.
CUS Do you have this in X-large?
CAS Would you like a bag?
CUS Do you have this in blue?
CAS Will that be cash or credit?
CUS How much does it cost?
CUS I'll pay by card.
ATT What color would you like?
CAS Put your card into the machine, please.

12 Study the dialog in pairs. Find out which of the following they talk about.

Attendant Hello, how can I help you?
Customer Do you have the sneakers in this picture?
Attendant Yes, we do. What size do you need?
Customer 44, please.
Attendant Here they are. Please, try them on.
Customer Thank you very much.
Attendant How do they fit?
Customer Perfect. Do you accept credit cards?
Attendant Yes, all the major cards.
Customer OK. Let me go to the cash. Have a nice day!
Attendant You, too.

- [x] size
- [ ] quality
- [x] form of payment
- [ ] price
- [ ] brand
- [ ] location of the product
- [x] availability

13 Listen and tick which of the following they talk about. Tapescript 9.1

- [x] availability
- [x] size
- [ ] brand
- [x] location of the item
- [x] form of payment
- [ ] quality
- [ ] price

14 Work in pairs. Pick expressions from the previous parts and write a shopping dialog on your notebooks. Then, act it out.

STUDENTS' OWN ANSWERS

COMPETENCES • Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call.
• Students will be able to make and respond to suggestions/requests.

15 Listen to the dialog and fill in the missing parts of the conversation. Tapescript 9.2

Noah Hi, Mr Walker. It's Noah calling. Is Lisa there?
Mr Walker Hello, Noah. Yes, hang on a second.www
Lisa Hey, Noah!
Noah Hi, Lisa! How are you?
Lisa Fine. It's a busy Sunday at home. What about you?
Noah Actually, I'm quite free today. ___Would you be interested in___ going to the movies in the afternoon?
Lisa ___It's very kind of you, but I'm afraid___ I won't be able to come. I have to help mom and dad with the garden.
Noah Oh, I see. Maybe in the evening then?
Lisa ___Sorry, I'd love to, but___ my cousins are coming for dinner with my uncle. That's why we have to arrange the garden and get ready.
Noah OK.
Lisa ___Would you care to___ join us? It's going to be fun.
Noah ___Sure, I would like that___ very much.
Lisa Great! Please come anytime you wish.
Noah I'll be there in an hour! Oh, do you want me to bring anything?
Lisa ___Why don't you___ bring the word game you have? We can play it with my cousins after dinner.
Noah ___That's a great idea!___ See you in a bit!

16 Match the titles with the columns below.

a. Refusing an invitation **b.** Accepting an invitation **c.** Invitation

1. c. Invitation	2. a. Refusing an invitation	3. b. Accepting an invitation
Would you be interested in... Would you care to join us? Why don't you ...	It's very kind of you, but I'm afraid... Sorry, I'd love to, but ...	Sure, I would like that very much. That's a great idea!

17 Prepare a short dialog using the expressions in Part 15. Act it out in the classroom.

SUGGESTED KEY:
A: Would you be interested in having a picnic this weekend?
B: It's very kind of you, but I have to finish my homework.
A: Why don't you come to my place? I can help you with your homework.
B: That's a great idea!

COMPETENCES • Students will be able to write simple invitation letters.

18 Read the letter below and answer the questions.

1. Where does Andy invite Olivia?
   Lavenham, Suffolk.
2. When does he invite her?
   In summer.
3. What are they going to do during Olivia's stay?
   They are going to take photographs, watch the movie Harry Potter and the Deathly Hallows and try to find the places that are in the movie.

Hi, Olivia,

How are you? Thank you for your last letter. I'm very glad that we write letters to each other like in the old times. It's great that you stay away from social media during your summer holiday and spend more time with your family.

My holiday is going very calm and peaceful. We are at my aunt's house in Lavenham, Suffolk. Do you remember that we were talking about spending some time together in the countryside? I think Lavenham is the perfect place for that. I would be very happy if you come for a couple of days and stay in here.

Lavenham is a very nice village with beautiful historical buildings. We can take lots of nice photos of them. The town was also the location for the movie Harry Potter and the Deathly Hallows. We can watch it again together and try to find the places that are in the movie. You would definitely love it here!

Think about it, talk to your parents and then write back to me. No need to hurry, we have the whole summer ahead!

Talk to you soon,
Andy

19 Write an invitation letter to Andy following the steps below.

- refuse your friend's invitation kindly with an excuse
- invite him to another event in your town
- give details about the time, venue, and date of the event
- tell the activities you plan to do together during the event

Hello Andy,
Thank you for your invitation, but

STUDENTS' OWN ANSWERS

Looking forward to hearing from you again.
Best
Olivia

ANSWER KEY
THEME 9

COMPETENCES • Students will be able to recognize the most frequently used expressions related to shopping in a recorded text.

20 Listen to Dialog 1 and tick the items that are on Allen's shopping list. Tapescript 9.3

21 Listen to the dialogs and write the words and expressions below under the correct column.

How can I help you?	changing room	Are you in the queue?
groceries	credit cards	supermarket
refund	cash-only	receipt
shopping mall	Do you work here?	shopping list

Dialog 1	Dialog 2	Dialog 3	Dialog 4
shopping mall	refund	Do you work here?	Are you in the queue?
shopping list	receipt	How can I help you?	credit cards
supermarket	changing room	groceries	cash-only

COMPETENCES • Students will be able to give and receive information about quantities, numbers, and prices in conversations about shopping.

22 Work in pairs to complete the following dialog with your own words. Use the necessary information in the menu and the shopping list.

Clerk Hello! Welcome to Fresh Bread. How can I help you?
You Hi! I'd like to buy , a baguette , three croissants and six cookies please.
Clerk Sure, but we're out of baguettes. Would you like a loaf of bread instead?
You OK.
Clerk Here is your bag.
You Thank you. How much are these?
Clerk £ 33 in total.
You Oh, I've £ 30 with me.
Clerk We take credit cards if you like.
You No, I'll pay in cash. Could you take out a cookie, please?
Clerk Of course. Now, that's £ 30 .
You Here you are.
Clerk Thank you. Have a nice day.

23 Prepare a similar dialog using the menu in Part 22 and act it out in the classroom.

STUDENTS' OWN ANSWERS

COMPETENCES • Students will be able to find the supporting ideas in a text.

24 Read the text and complete the missing parts with the phrases given below.

1. the activities that show the traditions of the Barbaros Village.
2. the Best Scarecrow Competition where all the villagers make their own scarecrows to support handmade production.
3. the Keçe Köy exhibition that shows the culture of the village.

BARBAROS SCARECROW FESTIVAL

Barbaros is a village in Urla, İzmir. In summer, the local people in Barbaros organize a festival called Scarecrow Festival which is the most creative and interesting festival in Turkey's coastal regions. The purpose of the festival is to support handmade production in a creative way and show the Barbaros culture and traditions to other people.

There are three main events in the festival. The first one is 2 . When you enter the village, you can see hundreds of super creative, handmade scarecrows everywhere. All of them are different from each other and they are very colourful. Many scarecrows carry a social message in their hands about nature and life. At the end of the festival, people choose the best scarecrow and the winner gets a small reward. Another event is 3 . In the exhibition, the old village life of Barbaros is modelled with felt. People can walk around it and learn about the culture of the village. The last category includes 1 . Some of them are the traditional bride ceremony, the Barbaros Women Choir, stands of handmade goods, local seeds and delicious food.

Hundreds of people from İzmir and the surrounding cities come to Barbaros Village every summer. They enjoy the interesting atmosphere of the Scarecrow Festival and learn about the traditions and culture of the villagers. They buy delicious food or beautiful handmade goods and spend good time with families and friends.

25 Why do the people in Barbaros organize the Scarecrow Festival?

a. To choose the best scarecrow in the town and reward the winner.
b. To meet with new people and show them how interesting their village is.
c. To promote handmade products and introduce the culture and traditions of their village.

26 Which of these below can be a suitable title for the text?

a. Festivals of Turkey
b. Barbaros Scarecrow Festival
c. Best Scarecrow Ever

COMPETENCES • Students will be able to describe future plans and arrangements.
• Students will be able to write a short paragraph about their future plans.

27 Two friends are coming to your hometown, Eskişehir, this weekend. Look at the information below and talk about your plans as in the example.

E.g. I'm going to pick up my friends from the train station at 7 p.m. on Friday.

We're going to visit OMM (Odunpazarı Modern Museum) on Saturday morning.
We're going to see historical Odunpazarı Homes on Saturday afternoon.
We're going to go to Adalar District and have breakfast by the Porsuk River on Sunday.
We're going to take the little train to Sazova Park and visit the Fairytale Castle after breakfast.
I'm going to drop my friends to the train station at 8 p.m. on Sunday.

ESKISEHIR			
FRIDAY		...n station at 7 p.m.	
SATURDAY		...zarı Modern Museum) in the	see the historical Odunpazarı Homes in the afternoon
SUNDAY	go to Adalar District and have breakfast by the Porsuk River	take the little train to Sazova Park and visit the Fairytale Castle after breakfast.	drop your friends to the train station at 8 p.m.

28 Takes notes on the table below about your plans for the next weekend.

My Plans for the W...		
Saturday		
Sunday		

STUDENTS' OWN ANSWERS

29 Write a short paragraph about your plans for the next weekend using your notes in Part 27.

STUDENTS' OWN ANSWERS

COMPETENCES • Students will be able to skim short and simple texts to draw a conclusion in terms of social media.

1 Look at the words and phrases below. Which ones can you do on the Internet? Put a tick.

- [x] do shopping
- [ ] travel
- [x] watch TV series
- [x] pay the bills
- [ ] do origami
- [ ] wear make-up
- [ ] do sports
- [x] chat with friends
- [x] prepare a poster

2 Fill in the blanks with the phrases given below.

- make new friends
- pay the bills online
- search for information
- watch videos
- read the news
- buy the tickets
- do online shopping
- play online games

1. I watch videos on football on Mytube video channel in my free time.
2. Students should search for information on the subject on the Net to learn about it.
3. You can make new friends online after you set up an account on social media.
4. It is easy to pay the bills online so you don't need to go to the bank.
5. After school, we meet online with friends and play online games on a game portal.
6. You should buy the tickets online before going to the match in case they are sold out early.
7. We will do online shopping as it's forbidden to go to a supermarket under quarantine.
8. I'd rather buy a newspaper from a newsstand than read the news online.

3 Match the questions with their answers.

1. What do you use the Internet for? c
2. Are you an Internet addict? b
3. How do you connect to the Internet? e
4. Why do you use social networking websites? d
5. What is your favorite application on the Internet? a

a. Not a specific one but I love instant messaging programs.
b. Not really. I only spend an hour a day.
c. I search for information, share posts and watch my favorite TV series.
d. I contact my friends through those sites.
e. Usually from my mobile phone and sometimes from my laptop.

COMPETENCES • Students will be able to skim short and simple texts to draw a conclusion in terms of social media.

4 Read the text and decide whether the statements are TRUE or FALSE.

The Internet provides different ways of communication for people. They are social media, e-mail services, video calls and instant messaging. They are all useful ways to develop friendships with people around the world, learn about other cultures and much more.

People prefer sending e-mails instead of writing letters as it is faster. However, sending e-mails isn't practical enough because you may not know if the person you want to send an e-mail is online at that moment. Moreover, making phone calls and video calls may not be possible any time you want because the person you want to call may not be suitable to talk. That's why instant messaging has become more popular than sending e-mails or making phone calls. It is like text messaging on mobile phones, but quicker, more functional and with no charge, absolutely free. Instant messaging programs let users see if their friends and contacts are online and communicate with them in real time. Most of them also enable file sharing, sending and viewing videos, chatting online and using the Internet instead of a phone to talk with friends. Therefore, instant messaging programs are getting more popular day by day.

1	The Internet provides people only with instant messaging.	False
2	The most popular way of communication through the Internet is sending e-mails.	False
3	When you send an e-mail, you may not know if the receiver is online at that moment.	True
4	Instant messaging has become more popular than email or phone.	True
5	It is expensive to download an instant messaging program.	False

5 What do the words in bold refer to in the text?

1. They: They: different ways of communication
2. It: It: instant messaging
3. Their: Their: users'
4. Them: Them: instant messaging programs

COMPETENCES • Students will be able to skim short and simple texts to draw a conclusion in terms of social media.

6 Match the words below with their definitions. One definition is extra.

1	username	g
2	website	e
3	online	f
4	permit	b
5	follower	d
6	post	a

a. a message or a picture that is shared on a social network.
b. let, give permission.
c. a sequence of characters that must be entered to gain access.
d. a person who supports and admires a person.
e. a set of related web pages located under a single domain name.
f. connected to a system, a computer or the Internet.
g. a made-up name to access to a computer, network or an online service.

7 In pairs, read the sentences and discuss the correct option in bold. Then, listen and check your answers. Tapescript 10.1

1. The maximum number of friendships that an average person can maintain in real world is about 130/250.
2. An average social media user has 250/2250 online friends.
3. Older people have fewer/more online friends than younger people.
4. Mary Haywood had 1790/4980 friends on Mybook when she died.
5. Ms. Haywood had more than 16000/60000 followers on Photogram when she died.

8 Listen to the text again and complete the sentences with a word/phrase.

1. The maximum number of friends permitted on a social media website is 5000.
2. Older people are more selective in choosing their friends
3. Mary Haywood was a/an exception among old people.
4. Ms. Haywood's last post was on March 6, 2012.
5. At the time of her death in March 6, 2012 Ms. Haywood she was 102.

COMPETENCES
- Students will be able to make predictions about the future.
- Students will be able to agree or disagree with others by giving their opinions.
- Students will be able to write a comment on a topic via social media.

9 What do you think about the following? Are they safe or unsafe on social media. Write S (for safe) and U (for unsafe). Discuss your answers with your friends.

- [ ] sharing your phone number
- [ ] meeting someone online
- [ ] logging off when you leave
- [ ] sharing your gender
- [ ] sharing your location
- [ ] set… …rong password
- [ ] …al name
- [ ] …ng your job
- [ ] contacting acquaintance
- [ ] shopping

STUDENTS' OWN ANSWERS

10 Below are some predictions about the future of social media. Read the sentences below and tick the ones you agree.

- [ ] "Buy" buttons will become commonplace on social media.
- [ ] Social media will cross into the workplace.
- [ ] People will log in to social media with their ID numbe…
- [ ] Machine learning will increase efficiency.
- [ ] Social media communications will o… …ace communications.
- [ ] Social media platforms and tools … …schools.
- [ ] More people will earn money on s… …ial media.
- [ ] Social media platforms will replace traditional television channels.

STUDENTS' OWN ANSWERS

11 Put the words in the correct order to make meaningful predictions about the future.

1	flying cars/will/be/there/the/in/future	There will be flying cars in the future.
2	travel/people/to/will/other/planets/not	People will not travel to other planets.
3	will/social/very/important/media/be	Social media will be very important.
4	shopping/media/on/will/social/popular/become	Shopping on social media will become popular.
5	obesity/not/be/a/will/problem/big	Obesity will not be a big problem.
6	online/TV/will/replace/platforms/channels	Online platforms will replace TV channels.
7	there/environmental/be/big/will/problems	There will be big environment problems.
8	difficult/it/natural/will/food/be/find/to	It will be difficult to find natural food.

COMPETENCES
- Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation.
- Students will be able to agree or disagree with others by giving their opinions.

12 Read the interviews and put the underlined expressions into the correct box.

Interviewer	Where is social media headed?
Boy	Well... I don't think there is a concrete answer to this.
Interviewer	No doubt about it. Do you have anything to say about this?
Boy	Umm... I can say it will dominate our lives.

Interviewer	Where is social media headed?
Girl	A very tough question. Let me think... There is so much to say, I mean, I don't know where to begin. At least, I can say that much of our lives will rely on social media.

Interviewer	Where is social media headed?
Woman	What do you mean?
Interviewer	Social media's future. You know it's one of the most important factors in everyday life.
Woman	So, you mean the future of social media?
Interviewer	Yeah. Yeah. I was just going to say ...
Woman	Can I stop you there for a moment? I think, people will be fed up with using it. And...
Interviewer	Sorry to interrupt you but what you said is quite different. I mean it's the first time I've heard such a thing from an interviewee. Anyway, let's get back to the point.
Woman	OK. People keep their eyes and hands on their mobile devices. It can't go on like this. They should see what's going on around, they should look at each other in the eye. This must change. At least I'll be fed up.
Interviewer	Interesting, thank you.

Expressions for gaining time	Expressions for interrupting
Well - Umm - Let me think - I mean -	Sorry to interrupt you.
You know - So, you mean - Anyway	Can I stop you there for a moment?

13 Read the instructions and work in groups of 4.

Group A:
Support the idea that social media has more advantages than its disadvantages. Support your sentences with examples.

Group B:
Support the idea that social media has negative effects besides the benefits of it. Talk about how it has changed our daily and social lives, relationships and psychology negatively.

STUDENTS' OWN ANSWERS

COMPETENCES
- Students will be able to agree or disagree with others by giving their opinions.

14 Read the phrases below and write them under the correct heading.

No chance! | I couldn't agree more. | That's for sure! | I don't think so.
I'd exactly say the opposite. | I guess so. | You have a point there. | Absolutely!
No way! | Never in a million years! | I'm not sure about that. | No doubt about it.

AGREEING	DISAGREEING
I guess so.	I'd exactly say the opposite.
I couldn't agree more.	I'm not sure about that.
Absolutely!	No way!
That's for sure!	No chance!
No doubt about it.	I don't think so.
You have a point there.	Never in a million years!

15 Read the sentences below and agree or disagree. Refer to Part 14.

1. Your father is a real Internet addict.
2. You and your friends will not survive without the Internet.
3. Your mother spends much of her time watching useless TV programs.
4. Internet must be unlimited at schools.
5. Television is an unnecessary de...
6. Parents shouldn't buy mobile phones for their children until they attend a university.
7. People shouldn't sit at the dinner table with their mobile phones.
8. Teachers should use the Internet while presenting a new topic.

STUDENTS' OWN ANSWERS

COMPETENCES
- Students will be able to put the events in a TV broadcast in order.
- Students will be able to make predictions about the future.

16 Match the pictures with the events in a news report. Write the letters into the circles.

a. They saw a burglar entering the house from the front door.
b. Luckily, the police caught him soon because he forgot to cover the plate number of the car.
c. When he went upstairs, he found the secret safe easily, opened it, and took the jewels.
d. There was a burglary in one of the mansions last Friday. Jewels in a secret safe and some expensive paintings were stolen.
e. He also took the paintings on the first floor just before leaving the house.
f. The police investigated the burglary using the cameras of the mansion.
g. The burglar told the police that it was an easy work because from an interview with the owner of the house, he learned that there was a safe behind the painting in the bedroom.
h. The burglar left the house and got in a black car. He drove fast to the city centre.
i. The most amazing thing was that he called the giant dog with her name and fed her.

17 Listen to the news report and put the pictures in the correct order. Tapescript 10.2

18 Match the questions with their answers.

_c_ 1.What's your dream about the future?	The best one in the city.
_e_ 2.Do you think you will be a famous person?	I'm not sure. Perhaps two.
_d_ 3.What will your parents give you as a birthday present?	To have a good career.
_a_ 4.Which university will you go to?	Maybe the roller-skates I want.
_b_ 5.How many children will you have?	I hope so.

19 Work in pairs. Ask and answer ... predictions about your future.

STUDENTS' OWN ANSWERS

COMPETENCES
- Students will be able to make predictions about the future.
- Students will be able to write a comment on a topic via social media.

20 Look at the pictures and mak...

STUDENTS' OWN ANSWERS

1. I predict I'll make a lot of friends at university.
2. I guess I'll live in a big house.
3. I hope I'll have a happy family.
4. I think I'll travel around the world.
5. Probably I'll be a famous basketball player.
6. I believe I'll play the guitar.

21 Read the posts below and write a comment on them.

Angelica	I've just learnt that my favorite author is a liar. He didn't write his bestseller books himself. He doesn't even have a university degree. I'm disappointed and I don't want to read his books anymore!
catboy-008	A degree isn't always important. The books are great. I'm sure they are his works. Let's just trust him.
You (nickname)	_____ STUDENTS' OWN ANSWERS _____.

Breeze	I've been at home for two weeks now because of the pandemic. I've tried anything I can do at home. I'm really bored and need new ideas during this period.
Breadmaker	Have you tried making your own bread? I make my own and everyone at home loves it. You can find different recipes on the Net.
You (nickname)	_____ STUDENTS' OWN ANSWERS _____.

Colt	I've found a new job in a different city. I have to move soon and I don't know what to do with my dog. Should I take him with me or find a new owner?
You (nickname)	_____ STUDENTS' OWN ANSWERS _____.

COMPETENCES
- Students will be able to skim short and simple texts to draw a conclusion in terms of social media.
- Students will be able to agree or disagree by giving their opinions.

22 Read the speech bubbles of Martin and Emma and write true (T) or false (F).

I spend too much time online. I'm a real fan of Mr Heable who is a famous vlogger on YouTube. As soon as I wake up, I take my tablet to see his new videos. In his recent video, he went into a fancy clothes shop and put on a different outfit. When he came out of the shop, he was transported to a world that corresponded with the outfit he was wearing. That was amazing. He must have used a professional program to shoot that scene. I really enjoyed the video because there was a nice sense of innocense and adventure in it. Mr Heable makes my day.

I try not to use social media more than two hours a day. If I don't set my boundary, I'm sure I can spend my whole day online. There is only one Instagram account that I follow regularly. A nice young lady in her early thirties, named Daisy, demonstrates how to make toys or ornaments out of everyday household objects, which is really catchy. She sometimes shares short documentary trips to various places of interest. She also hosts people who are talented on different subjects. She lets them do live performances. The person who gets the most likes gets the badge, literally a badge of honour. It is always nice to see her sharings.

F 1. Martin spends less time on the Net.
F 2. He never enjoys watching Mr Heable's videos.
T 3. Mr Heable transports to a world matches with the outfit that he's wearing.
F 4. Martin thinks Mr Heable doesn't use a professional program while making his video.
T 5. Martin likes the innocent and adventurous side of Mr Heable in his latest video.
T 6. Emma does her best to stay away from social media.
F 7. Emma shares her catchy homemade toys or ornaments on her Instagram account.
T 8. Daisy sometimes takes documentary trips to different places.
T 9. If you think you are talented on something, Daisy can welcome you.
F 10. Daisy gives you a badge if she likes your performance.

23 Look at the dialog about social media and circle the correct sentences.

Tom In my opinion, Facebook is a great way to catch up on with everyone's news.
Kate **Exactly, you're right. I'm afraid I disagree with you.** You can keep in touch with people and hear about their real-life events.
David **I totally agree with you. I don't think so.** People become more public and open about their personal lives. There is no privacy at all.

24 Work in groups of three. Prepare a similar dialog as in Part 22 using the expressions below. Then act it out in the classroom.

I think…,/I hope…,/In my opinic STUDENTS' OWN ANSWERS

COMPETENCES
- Students will be able to put the events in a TV broadcast in order.
- Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation.

25 Match the famous people in history with the things they are famous for.

b
1. William Shakespeare

c
2. Isaac Newton

a
3. Edvard Munch

a. The Scream

b. Macbeth

c. Law of Gravity

26 Listen to Madison Blunt's Show and put the events in the Professor's story in the correct order. Tapescript 10.3

8 He decided that the force that pulls the apple down must be the same one that pulls the Moon to the Earth.
4 He moved to his safe family farmhouse outside the city.
6 By the end of 1666, Newton invented the mathematical system called calculus.
1 Newton was in his early twenties when the Great Plague hit London.
7 During his studies, he used to watch the apple tree outside his window. One day, he saw an apple falling from a tree and it was the starting point of everything.
3 When the Plague broke out, the school sent students home to continue their studies.
9 Six months later, Newton returned to Cambridge with the theories in his hands.
5 At home, he built bookshelves and created a small office for himself. He continued his mathematical problems there.
2 He was a college student at Cambridge in those days.

27 Complete the dialog using the given sentences.

a. Well, you're right. b. By the way, don't forget the 9 o'clock show. c. Hmm, let me think.

Amy What do you think about photo hoaxes on social media?
Bob 1. ___c___ Actually, I don't think it's something good. Hoaxers often use photographs taken by someone else, and often without permission. This is illegal.
Amy Sure. I totally agree with you, but the hoaxer also spends time on producing the new fake photo. He uses some new techniques to make it look real.
Bob 2. ___a___ It seems like a lot of work, but I'd rather prefer people to use their own photo. And also, I don't understand why people do such silly things.
Amy People are different, you know. 3. ___b___.
Bob Oh, Amy, thanks for your nice reminder. I'll be watching our gourmet chef live on Instagram.

28 Prepare a similiar dialog and act it out in the classroom.

COMPETENCES
- Students will be able to skim short, clear texts to draw a conclusion in terms of social media.

29 Read the posts below and fill in the blanks with the given sentences below.

a. All I want is to go back to school	b. Just give me a mobile phone or a laptop	c. The classes are beyond amazing

Adele's Blog

Hi, guys! Are you staying home because of quarantines? Three months ago, COVID-19 was thousands of miles away from my life. Two months ago, I started to hear some murmurings which I didn't care much. One month ago, everything began to change. And today, I'm all at home. No school. No social gatherings. No meals with relatives and friends. I'm a bit scared, but not hopeless. Luckily, I have a homeschool schedule. Believe it or not, I'm happy that I'm taking online classes. The lessons start at 11 a.m. The time is perfect for me as I'm not a morning person. I can get enough sleep. I really keep learning with online homework. During quarantine days, I don't have to focus on web videos and web series. 1. ___d___ and I can read hundreds of books online for free. I've finished eleven novels so far. I'm reading Hamlet at the moment. Most probably, Shakespeare wrote it during quarantine J Many artists cancel tours because of the pandemic, but I catch their performances online. Yesterday, I watched Andrea Bocelli's Music for Hope online concert from Duomo di Milano. It really made my day. I always write lyrics to my twin brother's melodies coming from his piano. But, now I'm writing corona-themed poems. Share your quarantine stories.

DenoM_2018

I'm also learning from home, but online learning is less effective to me. Actually, it's not my cup of tea. Moreover, staying at home for such a long time is so boring. 2. ___a___. I started making origami. It gives me the energy I need. These days are a good opportunity to try new things, I guess.

Justin's Blog

I'm currently self-isolating. Sitting at home is not getting boring for me as I'm a bit addicted to digital technology. 3. ___b___, I'll spend hours online, checking all my social media accounts and playing video games. My mom doesn't really like that, though. "You must find other ways to entertain yourself," she repeatedly says. Actually, I've always wanted to learn a new skill. And guess what? I started taking an online pizza-making class from an Italian grandma. 4. ___c___. In the mornings, I log in to an online platform launched by the Ministry of Education. After the online classes, I love meeting up with friends virtually. It's so nice to be connected with the people you always see outside on the screen. Nowadays, I've just found an app to stay fit through quarantine. Live and interactive experiences are really great. Can you believe that I'm learning an online dance with my gym class? This is quite weird because I hate dancing. Share what you're doing at home?

DilaraM-90

Some digital platforms offer virtual tours of museums including the Van Gogh Museum in Amsterdam and the Acropolis Museum in Athens. I hope I'll visit the two cities when we go back to old beautiful days without coronavirus.

30 Read the posts again and write Yes (Y), No (N) or Don't Know (DK).

N 1.Adele is unhappy with the time of the online classes.
Y 2.Online reading is a perfect opportunity for bookworms.
Y 3.Adele's brother plays the piano.
N 4.Adele isn't keen on writing.
Y 5.Justin isn't complaining about quarantine.
DK 6.Justin's mom makes delicious pizzas.

COMPETENCES
- Students will be able to write a comment on a topic via social media.
- Students will be able to put the events in order in a TV broadcast.

31 Write your comments on Adele and Justin's blog. Share how you spend your quarantine time considering the questions below.

- What do you think of online learning?
- How many hours do you spend on schoolwork?
- Which app(s) have you spent the most time on?
- How many days a week do you exercise?
- How do you keep busy during lockdown? (Write about the books you're reading/the musical artists you're listening/the movies-series you're watching/the hobbies-interests you've recently discovered.)

Adele's Blog
STUDENTS' OWN ANSWERS

Justin's Blog
STUDENTS' OWN ANSWERS

32 Listen to the Early Night TV Show with Dennis Woolf, hosting Dr Anish Mahajan. Number the host's questions in the order you hear. Tapescript 10.4

3 1.Should I stop wearing my contact lenses?
1 2.Is it possible to have the flu and coronavirus at the same time?
4 3.Can mosquitos transmit coronavirus?
5 4.Are some blood types able to fight this virus better than other blood types?
2 5.Can pets spread this coronavirus to people?

33 Listen to the TV show again and write true (T) or false (F).

F 1.People with coronavirus never lose their senses of taste and smell.
T 2.There is no evidence pets spread coronavirus to people.
T 3.If you have a pet, you should wear a facemask.
F 4.It's not a good idea to stop wearing contact lenses during corona days.
T 5.Blood type does not increase your risk for this coronavirus.

VISUAL BIBLIOGRAPHY

THEME 1

Activity 1	Taken from:	www.pixabay.com
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	1618341	15.04.2020 15:39
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	4996808	15.04.2020 15:35
	116225	15.04.2020 15:40
	787724	15.04.2020 15:40
	1419511	15.04.2020 15:40
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Activity 9	Taken from:	www.123rf.com
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	germany-1.jpg	21.04.2020 21:18
	india-1.jpg	21.04.2020 21:17
	italy-1.jpg	21.04.2020 21:17
	mexico-1.jpg	21.04.2020 21:16
	poland.jpg	21.04.2020 21:15
	spain-1.jpg	21.04.2020 21:15
	switzerland-1.jpg	21.04.2020 21:14
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THEME 2

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	943245	02.04.2020 16:20
	3281702	02.04.2020 16:40
	637092	02.04.2020 16:21
	1245658	02.04.2020 16:20
	938685	02.04.2020 16:24
	865294	02.04.2020 16:24
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VISUAL BIBLIOGRAPHY

THEME 4

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	3790705	03.05.2020 10:00
	1916542	07.05.2020 18:42
	3037342	03.04.2020 08:07
	4818757	03.04.2020 08:08
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Activity 28	Taken from:	www.123rf.com
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THEME 7

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THEME 8

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THEME 9

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THEME 10

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	107758690	03.05.2020 17:43
	40274099	03.05.2020 17:43
	36486277	03.05.2020 17:44
	44885242	03.05.2020 17:46
	24026158	03.05.2020 17:44
	87279446	03.05.2020 17:48
	127529819	03.05.2020 17:47
	41130953	03.05.2020 17:47
	20947274	03.05.2020 17:46
	82245831	03.05.2020 17:45

Activity 20	Taken from:	www.123rf.com
	Image ID/Name	Date-Time
	58621214	06.05.2020 15:06
	91571176	06.05.2020 15:06
	76684763	06.05.2020 15:06
	36287876	06.05.2020 15:06
	31566215	04.06.2020 13:17
	84883056	06.05.2020 15:05

Activity 22	Taken from:	www.123rf.com
	Image ID/Name	Date-Time
	111802327	08.05.2020 22:53
	109936763	08.05.2020 22:53

Activity 25	Taken from:	www.123rf.com
	Image ID/Name	Date-Time
	133432398	08.05.2020 22:53
	11063775	08.05.2020 22:53
	144278303	08.05.2020 22:53
	144090237	08.05.2020 22:53
	35711240	08.05.2020 22:54
	115406837	08.05.2020 22:53

Activity 29	Taken from:	www.123rf.com
	Image ID/Name	Date-Time
	91536299	08.05.2020 22:53
	91650755	08.05.2020 22:53

Activity 31	Taken from:	www.123rf.com
	Image ID/Name	Date-Time
	32648781	05.05.2020 14:57
	39264961	05.05.2020 15:33